

McGill Daily

McGILL DAILY

a happy Friday the thirteenth.

Daily

Vol. 58 - No 50 Montreal. Friday. December 13th, 1968, three cents

McGILL DAILY



CHRISTMAS ISSUE

The smoked meat conspiracy wishes you

THIRTEEN

McGill Daily



McGILL

The ghost of Christmas past. See p. 6.

The triple-headed executive has expired

HAJALY HYMAN FOSTER

Peter Foster yesterday tendered his resignation as Internal Vice-President. See page 3.

The news in review see page nine

Does your church group or social activity want to do its good deed for this the glorious christmas season? Then of course you will want to find a poor family on which to bestow your bounty for one day. But where to find such a family?? The Daily has the solution to your problem on page 10.

THIS IS ART, FOR THOSE OF YOU WHO DON'T KNOW



See page 11

The latest

- the Review p. 8-9



today

ISLAMIC STUDENT SOCIETY: Jumah Namaj. Union 327, 1:15 pm.
DEPT. OF ENGLISH AND PLAYERS' CLUB: Edward Bond's "Saved". Moyse Hall, 8:30 pm.
FILM SOCIETY: "Bonnie and Clyde". L132, 6:30 and 9 pm.
INVESTMENT CLUB: Stock Exchange Tour. Meet Roddick Gates, 1:45 pm.
CANADA HOUSE PRESS: Sales overture on Sarna's Sing-song. Milton Gate, 9 am.
CYCOM: Beginner's Fortran. E279, 1 pm.
NEWMAN CENTER: Mass at 5:15 followed by supper. 3484 Peel, 6 pm.
WOMEN'S ICE HOCKEY: Old Girl's Game. Winter Stadium, 5 pm.
UNION OF PHILOSOPHY STUDENTS: Prof. Paul Ricoeur, Univ. of Paris. Council room, Leacock Bldg., 8 pm.
PGSS-GNSS: Christmas Bash, jacket and ties. Wilson Hall, 3506 University, 9 pm.
HARE KRISHNA MOVEMENT: Song and Dance Transcendental Ecstasy, 3720 Park Ave., 7 pm.
PRE-MED SOCIETY: Today's meeting with members of the faculty of dentistry has been postponed to Jan. 31.
ECONOMICS STUDENTS ASSOCIATION: Regular meeting of Economics section. Leacock 425, 3:30 pm.
YELLOW DOOR COFFEE HOUSE: Blues singer Bob Ryskiewicz. 3625 Aylmer, 8:30 nightly.
CHINESE STUDENTS SOCIETY: First issue of McGill Chinese Monthly available at Box Office. Show membership card.
RED AND WHITE REVUE: Read through and script distribution. Moyse Hall.

SATURDAY, DECEMBER 14

CHORAL SOCIETY: Christmas concert. St. James United Church, 463 Ste. Catherine W., 8:15 pm.
FILM DIALOG: "The Loe Goddesses", an anthology of shapes from Garbo to Bardot. PSCA, 6:30 and 9:30 pm.
ENGLISH DEPT. AND PLAYERS' CLUB: "Saved". Moyse Hall, 8:30 pm.
CHORAL SOCIETY: Final Rehearsal. St. James United Church, 1:30 pm. Curtain call, 7:30 pm.

Christmas Bonus!! Redpath Library Special Borrowing Privileges On Friday, Jan. 10

Undergraduates may borrow 5 Stack Books at one time.
 Graduates may borrow 10 Stack Books at one time.
 2 DAY Reserve Books issued Jan. 8 - 10 (noon to 4:45 pm)
 2 DAY Reserve Books issued Jan. 8 - 10, and 2 HOUR Reserve Books issued Jan. 10 (noon to 4:45 pm)

WILL HAVE EXTENDED LOAN PERIODS

Books scheduled for return during the library move, Jan. 10 - 20, are due on staggered dates in order to speed up the reshelfing of these in the new McLellan Library.

NEWMAN CENTER: Children's Party, volunteers needed. 3484 Peel, 10 am.
HARE KRISHNA: Fight Frog Philosophy, discussion on Dr. Frog, 3720 Park, 7 am.
ORTHODOX FELLOWSHIP: English vespers. St. Peter and Paul's Russian Orthodox Cathedral, 6:30 pm.
FIGURE SKATING CLUB: Winter Stadium, 10-12 am.
YELLOW DOOR: Blues singer Bob Ryskiewicz, 8:30 nightly.
SAVOY SOCIETY: Orchestra only, come pick up scores. Union 307, 1 pm.
CHINESE STUDENT SOCIETY: Meeting of the Mandarin class. Union B23-4, 12 noon.
RUSSIAN DEPT. CLASS REPRESENTATIVES: Union B24, 2 pm.

SUNDAY, DECEMBER 15

NEWMAN CENTER: Mass at Newman 10 am and 7:15 pm. Also at Divinity Hall 12 noon.
AUGUSTANA HOUSE: Lutheran Worship service. 3483 Peel, 7 pm.
RED AND WHITE REVUE: Read-through cancelled.
SANDWICH THEATER: Attention Jack Whitehead and others. Union Theater, noon.
UNITED CHURCH STUDENTS: "Nakedness" discovering the body. Discussion. Students' Common Room, Divinity Hall, University at Milton, 7:30 pm.

MONDAY, DECEMBER 16

LIBERAL CLUB: General meeting. Union 124, 1 pm.

CHEMICAL INSTITUTE OF CANADA: "High Pressure Chemistry", Dr. E. Whalley, Otto Maass 112, 1 pm.
FORGOTTEN CANADIANS INSTRUCTION PROGRAM: Pierre Berton tape and discussion of program. Yellow Door Coffee House, 3625 Aylmer, 1-4 pm.

TUESDAY, DECEMBER 17

EIC: Free films for all. E204 (Eng. Bldg.), 1 pm.
YAVNEH-HILLEL: Rabbi S. Spiroon "Jewish concept of martyrdom". Hillel, 3460 Stanley, 1 pm.
IVCF: Hymn sing. Rm. 457, 1 pm.
ISLAMIC SOCIETY: Lailatul-Qadar, 27th night. Union 458, 7 pm.

WEDNESDAY, DECEMBER 18

HELLENIC CLUB: General meeting. Union 307, 5:30 pm.
YOGA: Sixth in a series of lessons by a qualified instructress. Union Ballroom, 4:15 pm.
CHEMICAL INSTITUTE OF CANADA: "Ultra-high vacuum studies of surface reactions"

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THE UNION CAFETERIA AND COFFEE SHOP WILL BE CLOSED FRIDAY DEC. 20th AT 8 pm AND WILL REOPEN ON MONDAY JAN. 6th.

Dr. J. F. Harrod. Otto Maass 10, 1 pm.
 NDY: Discussion of program for second half of year. Union 457, 1 pm.

THURSDAY, DECEMBER 19

CUS: Party for all commerce students. Stag or drag. 3505 Peel, 6:30 pm.
HILLEL SZO AND ISS: Hanukah Party and Monte Carlo evening Union Coffee Lounge, 7:30 pm.
MOC: Big outing call 489-2197. Roddick Gates, 8 pm.

FRIDAY, DECEMBER 20

ISLAMIC STUDENT SOCIETY: Jumah Namag. Union 324, 1:15 pm.
HARE KRISHNA: 3720 Park, 7 pm.
VIETNAMESE STUDENT SOCIETY: Important constitution meeting. Union 123, 1 pm.
WAA: SKI HOUSE: Call 392-4547 for reservations or come to RVC office.
CHRISTIAN FELLOWSHIP: Christmas Party, train leaves station at 6:40 pm. 50-5th ave., Roxboro, 7:30 pm.

MOC: Ski trip to Madonna, tickets at Union Box office, members only. Roddick Gates, 7:30 am.
ISA FORUM: Staff meeting. All interested in working are welcome. ISA office, 2 pm.

SATURDAY, DECEMBER 21

ISLAMIC SOCIETY: EID Prayers, bring Mussalla. Union Ballroom, 10:30 am.
CANADA HOUSE PRESS: Final Sales and executive meeting for Lazar Sarna's Sing-song. Union Lounge, 9 am.
MOC: House in Shawbridge open all Christmas holidays. Bring membership card.
ASTROLOGY ASSOCIATION: Special meeting at midnight to celebrate shortest day of the year.

THURSDAY, DECEMBER 27

DAILY: Canadian University Press Conference, Toronto. Say hello to Megan Garr.

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CANADIAN ZIONIST YOUTH CONFERENCE

Dec. 22-24

Sun, Dec. 22 "Zionism - Our National Liberation Movement" 7 pm Lt. Col. Dov Sinai, Consul General of Israel in Montreal.
 Mon, Dec. 23 "Activism and Jewish Youth" Dr. Chaim Adler, 9:30 am Dept. of Sociology, Hebrew University; Research Associate, Centre for International Affairs, Harvard University.
 3:15 pm "New Historic Opportunities for Jewish Youth" Rabbi David Hartman, Dept. of Philosophy, Segal Centre for the Study and Advancement of Judaism. Rabbi, Tiffereth Beth David, Jerusalem

MONDAY AT 8 PM

PUBLIC SESSION

"ISRAEL AND JEWISH YOUTH"

Maj. Gen. Yitzhak Rabin, Ambassador of Israel to the U.S.; former Chief of Staff of Israeli Defence Forces

Addresses followed by student papers and general debate

Sessions held at:
 Congregation Chevra Kadisha
 B'nai Jacob
 5237 Clanranald Ave. Montreal

For further information:
 Conference Headquarters,
 1500 St. Catherine W. No. 300
 Phone: 931-1804



Daily photo by Nick Deichmann

PETER FOSTER: with an air of resignation

Retains senate seat

Foster resigns

by John Oldfield

"It is with some regret, but a sense of accomplishment, that I resign as Vice-President (Internal Affairs) of the Students' Society."

Peter Foster handed his letter of resignation to President Robert Hajaly yesterday. Hajaly, Hyman and Foster had run as a slate for the Students' Society executive positions last spring. Foster will retain his Senate seat.

The resignation becomes effective January 31, 1969 or at the election of his successor, whichever is earlier. By-elections will most likely be held during the third week after the new term begins in January but Chief Returning Officer Chris Porter has not yet set a date. Foster says he expects a slate candidate to run in the elections but would not suggest any names. The constitu-

Deadline for nominations for the position of Vice-President (Internal) to fill out Peter Foster's term, has been set for Friday, January 17. See advertisement on page 13.

tion provides for regular elections (including Internal V-P) between February 22 and March 7 but the winner does not take office until July first.

In his letter to Hajaly, Foster gave the reason for his resignation as the restrictions of his post in trying to carry out his election program. "Ever since I assumed office last spring... I have been increasingly aware of the limitations of my position; the responsibilities are serious, but also constricting. I have for some time thought that to continue working for these goals, I should turn elsewhere."

Foster said he felt a fundamental redirection of the Students' Society had been achieved during his term, changing the Society from "a social club and service organization" to a democratic students union working for radical change in the University itself.

Foster refused to attribute any specific achievements to just one member of the executive. He put them in the perspective of the

Hajaly-Hyman-Foster slate working as a team.

"The jobs of the two vice-presidents are hard to define and the reason we weren't stepping on each other's toes was because we co-operated so well together."

"The other two members of the executive agreed with me on the resignation - that might look bad - they agreed with my reasons for resigning," he said.

Election invalidated for 1st year ASUS

The Arts and Science election for first year ASUS representative has been declared invalid. The December 4 vote was invalidated, according to ASUS president Paul Wong, because of irregularities arising out of the conduct of certain candidates at the polls.

Another election will be held Monday, December 16, between the same candidates in the December 4 election. The six names appearing on the ballot will be Donald Chan, Fivos Gahos, Steven Leopold, Peter Liebel, Gary Pেকেles; and René Sorrell.

First year students will be able to vote in the elevator lobby of the Leacock Building between 9am and 4pm on Monday.

The results of the official recount showed René Sorrell one vote ahead of Gary Pেকেles, al-

TRIPARTITE MEETING

A meeting of the Tripartite Commission on the Nature of the University will take place in room 609 of the Administration Building at 4pm today. Draft recommendations on the university and society will be discussed. The meeting will be open.

MCGILL DAILY

FRIDAY, DECEMBER 13th, 1968

Senate inches along

by Robert Wallace

Student senator Robert Hajaly read to an uncomfortable Senate last Tuesday a petition signed by 1000 students and 35 faculty members demanding an investigation of the refusal of the McConnell Fellowships sub-committee to award a fellowship to John Fekete, despite his academic qualifications.

Two full professors, J. R. Mallory and A. E. Malloch, resigned from the sub-committee because they believed that criteria other than academic ability had been taken into account. Professor Malloch distributed copies of his letter of resignation. It said in part that "... the practices of the committee up until now have (not) contemplated refusing a fellowship to a qualified applicant on the grounds that he did not seem the proper sort of person to receive such a fellowship, or on the grounds that he had failed to show proper respect for the University ... I consider the special criteria applied to Mr. Fe-

kete's application irrelevant and invalid". Senator Peter Foster has said Fekete was refused because of his political activities.

Hajaly rose to read the petition on a "point of privilege" near the beginning of Tuesday's meeting. Although this procedure had been used by Dean Woods in the previous meeting to read a report on the student walk-in at an Arts and Science faculty meeting, some senators wanted Hajaly ruled out of order.

A squabble ensued over the provisions of Roberts' Rules of Order.

Hajaly sat down. After a brief but unusual silence, Foster rose to present a motion setting up a committee to investigate the activities of the sub-committee, particularly in regard to the Fekete case. Once again, procedural objections were raised, and Senate voted not to consider the motion until it comes up in the regular order of business that is, when the minutes of the November 20 meeting are discussed.

This may be a couple of months from now.

A majority of senators voted to shelve a proposal by Professor Malloch that would create a committee to study the question of appointments and tenure policy. The committee would be composed of three students, three staff members and three administrators.

Dean Woods proposed an amendment that would allow no student representation on the committee whatsoever.

He said that this was a matter of the "contractual relationship" between administration and staff not of the status of individual professors are involved.

Hajaly made an analogy between tenure regulations and student discipline. The latter, he said, was also a "contractual relationship" between administration and students, but, as part of the university community,

faculty were involved in much the same way as students were involved in staff appointments and tenure.

The staff-administration contractual relationship would determine the status of individual professors, he said, therefore the distinction Woods had made was not valid.

Professor Charles Leblond objected that the McGill Association of University Teachers had set up a committee to study the role of students in university government as it affected the professional interests of its members.

It had requested that the university not alter any contractual agreements until it had reached a decision.

Professor Mallory pointed out that his motion in no way altered any contractual agreement. He added that he had consulted with the president of MAUT on the matter, and that the latter had not objected to Senate's considering his motion right away.

Nevertheless, a motion by Professor Yaffe to table Malloch's proposal until the MAUT committee had reported (sometime towards the end of January) was passed.

The major matter of importance which Senate decided not to postpone was a proposal for the establishment of a joint Queen's - McGill University Press. An amendment by Nigel Hamer which would have added one McGill and one Queen's student to the Editorial Committee of the Press was defeated. The proposal as a whole was approved.

Senate will hold its regular monthly meeting next Wednesday at 2:10 pm in the Leacock Council Room, eighth floor.

Tuesday's meeting was forced to adjourn after only two hours because of a previously scheduled Engineering Faculty meeting... Only four items on the lengthy printed agenda were dealt with...

PSA elections

The Political Science Association will hold elections Monday, for representatives on all the committees of the Political Science section. This is the representation which students fought for during their eleven-day strike.

Nominations took place Tuesday and Wednesday for seven seats on section, two seats on the appointments committee, eight on curriculum, one on the steering committee, and two for the committee approving thesis topics.

Forty-three nominations were received for the twenty positions - there were three acclamations.

Voting will take place in the Leacock lobby. All students taking at least one political science course are eligible to vote in all categories. Approximately eight hundred students are eligible.

For a list of those running for specific categories see page 14.

LIBRARY HOURS

McLennan Library will open Tuesday, January 21. In the meantime, these will be the Undergraduate and Redpath Libraries' hours:

Interim hours	Undergraduate Library	Redpath Hall
Friday, Jan. 10	8:30 am - 5 pm	8:30 am - 5 pm
Saturday, Jan. 11	9 am - 5 pm	9 am - 5 pm
Sunday, Jan. 12	2 pm - 5 pm	2 pm - 5 pm
Monday, Jan. 13	8:30 am - 11 pm	8:30 am - 6 pm
Friday, Jan. 17 to	8:30 am - 11 pm	8:30 am - 6 pm
Saturday, Jan. 18	9 am - 5 pm	9 am - 5 pm
Sunday, Jan. 19	closed	closed
Monday, Jan. 20	closed	closed
Tuesday, Jan. 21	closed	closed

McLennan will open

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CONTACT

**Mr. J. Kronick, A.C.S.W.
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what's what

SANDWICH THEATRE

To close off the first semester Sandwich Theatre will be presenting *Deathwatch*, a play by Jean Genet, all next week. This play, directed by Errol Sitahal is one of three representing McGill this weekend at the C.U.D.L. festival. Come and see it at the Union Theatre, Monday to Friday at 1 pm.

ATTENTION ALL GRADUATES

Everyone who has received proofs of their graduate photos must return them to Coronet Studios early next week to insure their appearance in Old McGill '69.

SAVED

The English Department and the Players Club will present a mixed media production of Edward Bond's *"Saved"* in Moyse Hall, at 8:30 pm. Tickets at \$1.50 are available at the Union Box Office or at the door.

MAGICAL MYSTERY TOUR

Logos will present the Beatles' film *"Magical Mystery Tour"* in the first and only showing in Canada from December 31 to January 4.

Proceeds will go to help pay legal fees incurred by Logos. Showings will be held at the Sir George Auditorium with a special New Year's eve preview at 12:30 am. Matinees for January 1 to 4 are 12, 2 and 4 pm, evenings at 7, 9, and 11 pm. Advance tickets can be purchased at the Record Cave and the Mansfield Book Mart.

ECONOMICS STUDENTS

Today at 3:30 pm a regular meeting of the Economics Section of the Dept. of Economics and Poli. Sci. will be held in L 425. The meeting is open to all members of the Economic Community, and participation by the students is invited. The agenda is available for consultation in Rm 413 of the Leacock Bldg.

MCGILL FILM SOCIETY

A special Christmas presentation of *"Bonnie and Clyde"* in L 132, 6:30 pm, 9 pm. today, admission 75 cents.

LIBERATION DU QUEBEC

"Why McGill students should support a unilingual French Quebec" will be one of the topics discussed at the meeting of the Young Socialists, 1 pm. Union 123. The title of the meeting is *"La Libération du Québec"* and the speaker Arthur Young.

continued on page 13

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Racism:

You take it with you

by Brian Tannebaum

T. D. Tawley, minister for the Black Panther Party, speaking on racism in Canada yesterday told his audience "I am for revolutionary violence."

When white society, because of its racist nature, is violent to black men, those blacks should reciprocate in kind, he said.

The Panthers have come to Canada, Tawley said, because, "Black people must have an undying love for each other. We must go wherever black people are." He added, "Wherever you find black people, you find racism".

Canadians are "economically, politically, and socially Americans. America is racist. Therefore Canada is racist." If a Canadian identifies with Britain, he is identifying with a racist country and consequently is racist himself. The same applies if he identifies with France.

Tawley further maintained that "Canada has given nothing to the family of man." Trudeau's Just Society is more a means of political survival than an honest attempt to make this society truly just.

It is apparent that education has served to aid racism, Tawley said "Education is merely perpetuation of the values of the racist society."

Rosie Douglas, who preceded Tawley told the audience about his recent arrest in Halifax for trying to organize Halifax blacks. He said that the blacks in Halifax are becoming aware but are not yet militarily prepared to confront white racism in the form of the police.

This confrontation, when it comes, will be violent. However, Tawley pointed out that black violence must be viewed as self-defence.

Douglas was sentenced to a fine or imprisonment a week ago last Thursday. However, with the threat of violence in the black community the police wanted to

make a deal. In return for payment of the fine, the police guaranteed leniency to the other blacks on trial, television time with which to describe to Halifax

the harassment by police that occurred, and Premier Smith's adoption of black leaders' proposals for the human rights commission.



Daily photo by Guy Macarios

ROSIE DOUGLAS: speaks on his recent arrest in Halifax to an audience in the Union ballroom yesterday.

Philosophy still moving

A joint student-faculty committee representing the Philosophy Department and the Union of Philosophy Students (UPS) has unanimously recommended student parity on the department council and "roughly the same proportion" on all committees of the department. The committee promotions and appointments will nevertheless have substantial student representation.

The proposal, made by Professor McKinnon, was accepted by the eight man committee — itself composed of half students, half faculty — with little debate. It now goes to the UPS and the faculty for ratification.

The proposed restructuring of the department would have a central Departmental Council composed of all full-time staff members and an equal number of students elected by UPS. The promotions committee would have a majority of senior faculty, with students having a majority of the remainder and junior faculty getting the rest. This year, the composition would be 7-4-2.

All committees of the department would be answerable to the Departmental Council.

The proposal also provides for open meetings of the Council and its committees, except in special cases. The members of the commission have asked the Chairman of the Philosophy Department to make open the faculty meeting which will discuss the commission report.

Any changes in the composition of the committee would be by a 2/3 vote on the Council. There is also a provision to allow a re-examination by faculty members of the principle of student participation in October, 1970 should they so desire.

Tom Reigel, UPS rep on the commission expressed satisfaction with the report. "It came easier than we expected", he said. "It's good that the faculty commissioners accepted the principle of parity so quickly".

Faculty rep Professor Walker was also pleased. "I'm glad that an agreement was arrived at with no hostility. We all like what came out of the talks."

The university scene

The fall term, far from developing into the year of the barricade projected by a frightened media, was more a transitional period in the reorientation of the student movement.

There were meaningless, traditional protests over ID cards, brief struggles to win a say in the shaping of the educational apparatus — conflicts that were the stutters of a past rage, not the storm warning of a new flurry.

The flashes of conflict — the

month-long sit-in at the University of New Brunswick; the occupation of Quebec CEGEPs, the University of Ottawa social science faculty, and the McGill political science department; the complicated, tangled controversy at Simon Fraser — were all well publicized. Far more significant though, for understanding student

action at any rate, was the disintegration of the Canadian Union of Students.

Since the September conference of the union, 15 members have withdrawn. Only 25 remain and most will vote on membership next term — referendums that are not expected to go well for CUS.

The Union will be closed from December 23rd to January 5th.
It will reopen on Monday, January 6th.

QUEBEC LOAN CERTIFICATES

All students who have received notices from Quebec of their loans should come immediately to the Student Aid Office — Room 110, Administration Building — to obtain their Loan Certificates. Either the notice or the Student Identity card should be brought in. No Loan Certificates will be mailed to students.

RE-ELECTION

FIRST YEAR ASUS REP

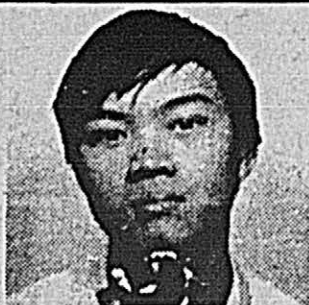
MONDAY, DEC. 16Poll in Leacock Bldg.
(open 9 am - 4 pm)All first year students
in Arts and
Science are
permitted to vote.

QUALIFICATIONS: 1) DONALD CHAN was the First Year Candidate for Senate so that you Students would have a voice in this Megaversity.

PLATFORM: 1) Declaration Of Student Rights.
A) Equality: All Students - Libraries, Elevators.
B) FREEDOM of Speech, Thought, Mind, Soul, Assembly, Peaceful Demonstration, Political Amnesty & Press...

C) Determine Own DESTINY: SCREW Politics! GODDAMNIT!

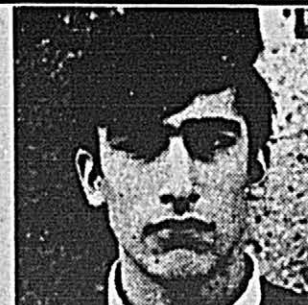
2) Study Committees - First Year Problems & Course Improvements.

**DONALD CHAN**

Gary Pেকেles has withstood pressure to withdraw in favor of a solid coalition man because he believes that genuine democracy can not be manipulated from the top, but must be generated by active participation at the base. We cannot sacrifice this democracy within the student society to achieve it within the university at large.

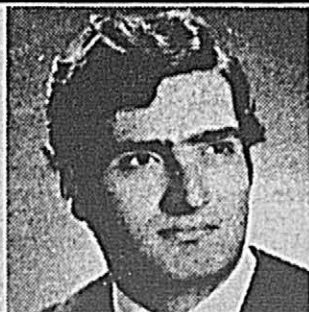
-Less emphasis on lectures in mass introductory courses.
-Easier access to library facilities.
-Greater freshmen representation within student power structures.

But, he is more concerned that, in our reassessment of the internal structure of the university we tend to forget our role.

**GARY PEKELES**

Proposals:
-Representation by population on ASUS.
-The McGill Free Press should cease to be the weapon of some individuals.
-Students must support staff in improving teaching programmes which are inadequate and irrelevant to present student needs e.g. "Physics 100"
-Reform in the outdated ASUS constitution.
-Rejection of violence by students.
-Student Council reps responsible to the elected ASUS executive.

-A committee will be set up by freshmen in Arts and Science in order to increase their representation in university affairs and bring them together.

**FIVOS GAHOS**

-Chairman Pre-University Affairs
-McGill Daily staff reporter and feature writer
-History RAP representative
-'67 - '68 President Student's Council, High School of Montreal
Policy for action:

-Student participation in deliberative and legislative bodies of Faculty of Arts and Science.
-As Chairman of Freshman Affairs, I would
-Rescind discriminatory rule for freshman class attendance.

-Open introductory courses formerly reserved for second year students to allow all freshmen to participate.

-Obtain equal library privileges for all freshmen.
-Reevaluation of first year science course.

**RENE SORELL**

The ghost of Christmas past

Voices from the lost generation

A rare opportunity presents itself to students tonight at Moyse Hall when Colonel Garfield Duncan lectures on the Battle of Korea. Colonel Duncan has recently returned from Korea where he was attached to the U.S. Army Medical Corps.

The Korean crisis has been fully written about, but we doubt that any student here has, as yet, heard an eye witness report of the war. However accurate news accounts and stories from correspondents are, they fail to give as much insight into any subject as a lecture by an actual observer. While we can only guess as to exactly what Col. Duncan will say tonight, we feel sure he will provide us with that "personal touch", recounting to us anecdotes and tragedies of the conflict that will bring the war closer to our minds.

Even though most of us would like to keep the thought of any war in the back of our minds, the action of both the United Nations and the Chinese Communists in Korea will be the determining factors for either world peace or world war in the near future. We as students have a grim interest in the outcome of the situation. The battle, if it comes, will be our battle, the peace, our peace. Hence it is almost imperative that the roots of the situation are

firmly fixed in our minds.

Korea has become an all too familiar topic of late, but a more complete understanding of the situation there, of its human and personal ramifications is imperative to us all. As a doctor and a McGill graduate Colonel Duncan in his lecture will be able to aid us in the achievement of that aim. —McGill Daily, December 14, 1950

Dr. F. Cyril James, Principal and Vice-Chancellor of McGill University, has just returned from a two and one-half week trip to Israel and England.

He visited England as McGill's representative at the appointment of the Queen Mother to the position of Chancellor of the University of London. The Israel jaunt was the result of an invitation from the Hebrew University in Jerusalem to deliver a series of lectures there.

Dr. James mentioned two things that impressed him during his stay in the Holy Land. The wonderful provisions for higher education at Jerusalem and the whole series of new technological buildings at Haifa were singled out as being very modern and up-to-date.

In Jerusalem, he noted that while "Canada Hall", the building sponsored by the Hadassah, was the only one completed, both the Biological and Humanities buildings were nearing completion. Since the old edifices on Mt. Scopus were now inaccessible, these new buildings would fill a great need of the students there.

The Haifa buildings were mentioned as spectacular examples of modern science and would definitely make any of our own Engineers "green with envy" since the entire institute could well rival some of the establishments at MIT in the United States.

The rapid rate of economic development, especially in the agricultural field, impressed Dr. James very highly. He said that the Israelis were doing great work in many new fields and great strides were being taken in the growing of cotton and flax besides the old stand-bys such as wheat, barley and the citrus fruits. Reforestation is especially extensive and this program is important in absorbing the extensive immigration that is going on.

The Queen Mother's appointment in London was considered by Dr. James as "one of the most impressive ceremonies" he had ever witnessed. He maintained that this practice of appointing royalty to posts such as these was a relatively new thing. For instance, the Princess Royal who was a McGill Convocation visitor this year is the first Woman Chancellor in British History, holding

that position at Leeds. As well, there is absolutely no precedent for a Queen Mother to be a Chancellor of a University.

These appointments are important, however, as they manifest a growing interest on the part of royalty in educational things as well as giving the various universities a great deal of prestige. —McGill Daily, page one, December 6, 1955

It seems as if the University administration has been affected by the holiday spirit. In the latest edition of the McGill News, they have announced plans for a sweeping revision of the scholarships program at McGill. It is only unfortunate that these changes, which have been in the planning stages for many months, were announced at this time. We refer to the fact that the University of Toronto as put forward a similar set of proposals several weeks ago and consequently McGill seems to be following rather than leading.

In fact, however, this McGill report is of tremendous significance. It represents exhaustive studies carried on by the University Scholarships committee under the able chairmanship of Dr Muriel Roscoe...

According to the Committee, the purpose of any student aid program is threefold: (1) to bring to McGill outstanding students wherever they are to be found in Canada, (2) to assist those es-

pecially able students who would normally form McGill's special constituency, and (3) to provide financial relief to a large group of competent students. These various purposes need to be met by different kinds of student aid.

We agree particularly with one aspect of the program which will probably not make headlines but which will add a great deal to the life and character to the University. It is the following:

"Greater recognition should be given to scholarship per se apart from financial aid. A scholarship is an honour granted to recognize outstanding academic performance. Where financial aid is required, scholastic standing should be considered in determining the amount and the nature of the award. Administratively, awards of scholarship and financial aid should be separated."

While the students have been doing their best to bring the plight of the Quebec Universities to the public eye, it is good to see the administration working on some relief from another angle. The problem is certainly acute and every segment of the McGill Community should be trying to combat it.

But now the holidays are upon us. We put down our placards and press releases for a while and take a rest from Provincial politics and education problems. Next term, we begin again. But now we wish you all the best on this holiday season.

—McGill Daily, December 12, 1958

LETTERS

Correction

Sir,

I was distressed to read on page three of the McGill Daily of Friday, December 6th an article headed "S.G.W.U. Racism". In the body of this text, it was indicated that "Mr. Anderson is now suspended and pending investigation will be fired". It was also said "The students have selected a replacement named Menon who has agreed to replace Anderson". I should point out to you that these statements are completely wrong. While accusations have been levelled at Mr. Anderson, he has requested that he be relieved of his courses pending an investigation. In no sense has the university suspended him, and your statement saying pending investigation he will be fired, prejudices the issue, since no formal charges have yet been made, and a hearing has not been held, and therefore the question of his guilt or innocence with respect to these charges has not yet been proved.

Mr. Menon is not replacing Mr. Anderson. For the time being, his classes are not meeting.

I sincerely hope that the McGill Daily will publish a retraction in justice to Mr. Anderson, and present the true facts of the situation.

Douglass Burns Clarke,
Vice-Principal (Academic),
Sir George Williams University

Descending to the depths

Sir,

In behalf of the Young Socialists — Ligue des Jeunes Socialistes and the McGill Young Socialist Club, I would like to bring to your attention certain grave errors in your article on the Bagot election, (Daily, Dec. 3).

Referring to Michel Mill and the YS/LJS campaign, the article states: "in Montréal, where la Ligue has its offices (it doesn't and won't have one in the county)...". This is false, and tends to convey a false image of our campaign.

In fact, the LJS maintained a headquarters in the county during the campaign, advertised it widely, and received a surprising number of visitors and sympathizers from the county itself. On the Friday preceding the election, we held the first socialist election rally in the history of Bagot at our headquarters there, attended by a significant number of students and young workers from the region. We distributed 10,000 leaflets and put 800 posters in the riding itself. All this in contradistinction to the "Pouvoir Etudiant" people, who made exactly one afternoon foray into the county, and did no serious work with the people there.

But this error pales in comparison with the incredibly arrogant statement: "the general prosperity of Bagot with its aluminum-sided dwellings, new automobiles and low unemployment rate takes the wind from the argument."

We don't know what method your reporter used in his research, but it obviously wasn't very profound; in fact it sounds like it came straight from the Government. As far as the "prosperity" of Bagot is concerned, the fact

is that the per capita income of the county is \$840. Inasmuch as this is one-half of the Montreal figure, and less than one-half of the Canadian average, we figure it would take a Bagot worker or farmer mighty long to buy all those "new automobiles" you refer to. We didn't see too many aluminum-sided buildings, but we did take note of the dozens of abandoned shacks, which signify the impoverishment and dying-off of agriculture in the county. Unemployment strikes especially hard in this county, as it does in all of the Eastern Townships. Bagot is an example of all of rural Québec gone to hell, because it's not profitable for the bosses.

Your article slanders both the YS/LJS and the people of Bagot. We think you should not only print this letter, but make a formal retraction, in the interests of journalistic honesty.

It would be a shame to see a student publication descend to the level of the commercial press.

Norman Bimson
for the McGill Young Socialist Club

The ins and outs of legal advice

Sir,

Contrary to what is reported in the Daily of December 5, 1968, I did not vehemently oppose Mr. Foster's motion on legal aid. Besides pointing out certain statutory prohibitions preventing law students giving legal advice, I voiced no other comment against Mr. Foster's motion at the meetings, and in fact voted in favor of it. My opinion is that something should definitely be done to assist students who cannot afford legal advice, and I have frequently voiced

this opinion in the past. What I was, however, vehemently opposed to was a suggestion that law students collectively contravene the Bar Act by offering their services to students requiring them.

André Mécs,
BCL 2

Not the only way that works

Sir,

The article "Woman: why is she?" in the Review of December 6 is the best I have read in the Daily during my short time at McGill. It reflects a lot of the thoughts I've been developing since I came

continued on page 8

MCGILL DAILY

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The death of feudalism

In the current issue of the McGill Reporter, a total of twenty-seven chairmen of McGill departments, heads of McGill divisions, and Deans of McGill faculties express themselves on the question of student participation in their particular fiefdoms. The concepts of student participation vary from "the undergraduates participate by attending their classes and, all in all, by not making it more difficult than necessary for full-time and part-time staff to do their jobs" (agricultural chemistry) on up, but certain words and phrases recur over and over again: informal consultation... constructive dialogue... staff-student discussion.

But now the political science section of the Department of Economics and Political Science is the better for having weathered ten days of occupation, and informal consultation isn't good enough any more. The changes

that are taking place at the departmental level involve more than the admission of a few students into an already functioning structure. They imply a transformation of the gentlemanly, almost feudal way in which departments always have been run and, it seemed a few short months ago, always would be run.

In a sense, the academic department is one of the most hierarchical structures outside the Roman Catholic Church. There are myriad distinctions or rank; at the top are the full professors, senior members of the profession who command respect because of their long experience; then come the associate professors with tenure and then the associate professors without tenure; and so on down to the graduate students, apprentices who are being instructed in the lore of the profession and in ways to get ahead.

The undergraduates don't even count. They are potential graduate students, and they take the courses that provide the work that finances professors and teaching assistants, but apart from that they can be safely ignored.

However, distinctions of rank are far from the whole story. Informality characterizes not only the department's relations with students, but everything else it does as well. The political science section has not just added two students to its appointments committee; it has created an appointments committee for the first time. Appointments have always been made by the full professors. In most other departments, that, or some variation of that, is the way they are still made.

Power in a department depends above all on whom you know, on what contacts you have at what universities in what fields, on what conferences you attended and who else was at those conferences. If an appointment is to be made, it is usually the person with the contacts who will find someone to fill the breach.

The department is a self-perpetuating entity. There may be a conscious attempt to impose some sort of orientation on the department, or there may not. In any case, the people in the department usually end up being somehow compatible.

The pressures to change this way of doing things have not all come from students. In the political science section in the last year, there was a move among younger and less powerful faculty to extend decision-making power to a wider faculty base, and this led to the discussion of questions in meetings of the whole section instead of their being decided entirely by the upper echelons. But the basic question, the nitty-gritty — appointments — remained in the hands of a few.

And particularly, in the hands of Michael Brecher. In political science, Brecher is the man with the contacts. Appointments that are largely due to him include people in all areas of specialization and of all ideological persuasions. In his specialty, international relations, he has appointed several of his own PhD students, current and former. This 'Brecher empire' forms a powerful bloc acting against change in the department. The faculty commission that negotiated with the PSA during the strike included Paul Noble and Mrs. Janice Stein, both students under Brecher as well as members of faculty. A third commissioner was Brecher himself.

The attitudes of this group came out clearly in the course of the conflict. During the negotiations, Brecher made quite clear what he thought of students: they were unequal to faculty in interest, in right and in competence to choose the people who would teach in the depart-

ment. Noble, meanwhile, was the only faculty member who made any real attempt to break the strike. And before the occupation another member of the group, Blema Steinberg, tried to destroy PSA support by speaking against the PSA in her classes.

The success of the students consisted in playing off the Brecher empire against the department 'moderates', led by Chairman J. R. Mallory and Saul Frankel. At the beginning of the negotiations, Brecher appeared firmly in control, but his position eroded quickly. By the last day even Janice Stein no longer supported him. Finally, Brecher himself cracked.

Just how the presence of students on departmental committees, and particularly the appointments committee, will affect the existence of phenomena like the Brecher empire remains to be seen. The implications of even the minority representation attained are clear. No longer will appointments be made by a few men behind closed doors. The next time Michael Brecher wants to bring in an international relations specialist, there will be two students, not to mention assorted associate and assistant professors, with whom he will have to argue the merits of the appointment. And general questions of orientation will be discussed in public. Feudalism is being destroyed and liberal democracy is coming in.

But there's a catch.

The PSA victory was the result of a blatant test of strength on the part of students and faculty. The resolution of issues had absolutely nothing to do with it — and for this reason it is only a matter of time before the conflict between them flares up again. The faculty is still convinced, for the most part, that students have absolutely no part to play in the selection of staff. Until it becomes clear to them that students, who are participants to an equal extent in the productive-consumptive process we call education, are equally entitled to determine the nature of the education that is directed at them, this conflict will be just below the surface in any activity that involves student-faculty interaction.

Because they still regard the student presence on the governing bodies of the department as illegitimate, the faculty will try to minimize the effect that students can have. There will be secret faculty meetings, apart from the regular meetings of the section, to determine how best to neutralize the deleterious student presence. A special effort will have to be made, of course, to ensure that aberrant nigger-loving faculty are kept off committees where the chance exists that they might combine arithmetically with student representatives to prevail over the forces of sanity.

The PSA was able to force the faculty to back down because the divisions that exist in the faculty

were more pernicious than those that existed among the students. This is something that should be remembered by those who still conceive departments to be monolithic in terms of the opposition they will offer to the student thrust for democratization.

The PSA's members were able to subordinate their ideological differences to the need to confront a faculty that refused rational debate of the substantive issues involved in the dispute. This is something that should be remembered by faculties that are still convinced it is possible to crush student actions in the departments by isolating a far-left, ultra-radical, quasi-insane elite from the majority of normal, well-behaved students. The lesson is that the desire to exert some effective control over the factors that have, in the past, produced irrelevant or ineffective patterns of knowledge assimilation does not spring from some single unfortunate ideological tendency.

It would also appear that those who are convinced that these departmental phenomena are confined to the moral-fibre-rotted humanities and social sciences are in for a dose of chastisement. It seems, specifically, that these perversions have spread to the physics and genetics departments.

The traditional arguments have been that students in the sciences

by
**Robert Chodos
and
Leslie Waxman**

do not know enough about the subject matter — indeed cannot know enough about the subject matter to have intelligent things to say about their education. It should begin to be clear, however, that students are capable of judging the relevance of what they are being taught to social conditions, that they are capable of saying that research in an area where there is pressing social need takes priority over the interesting but maybe not-so-relevant research being conducted by that nice old Professor Satterthwaite and his crew of studious graduate students on the top three floors of the converted bell-tower that used to house the Department of Fine Arts, the Department of Romance Languages, the Institute of Ecological Studies, and the Faculty of Music.

The drive for the democratization of the departments will continue to confound its critics, who persist in regarding its progress as they would the growth of a malignant tumor.

Their arguments can be met with superior arguments. As the Political Science Association has shown, their intransigence can be defeated by the concerted action of students. And, ultimately, it will be. Because, ultimately, the urgency that accompanies the drive for democratization is the urgency of real human need.

"PHYSICS IS ALIVE"

said the posters, and indeed it was.

There were a hundred physics students at the meeting yesterday, and a few faculty in the back, listening.

The students were concerned about the kind of education they were getting. The mathematics they were learning was only marginally related to the mathematics they needed. General and major students were taking the same courses and neither group was satisfied with them.

But some of the points raised had wider implications as well. One honours student noted that his program provided for a total of one half course outside the physics and math departments in three years. He would end up knowing a hell of a lot about physics as physics but very little about its relation to the rest of the world.

And a first-year student said that there was no course in the University for students who were just interested in obtaining a general knowledge of physics. Somebody pointed out that although in first year the number of students taking physics and the number taking chemistry were about equal, about three times as many students took chemistry in the upper years.

The single education goal of the McGill physics department is the training of professional physicists, and there is a wide range of needs that are not being met. At the first meeting of the Society of Physics Students, it had become clear that this was one of the things that would have to be changed.

LETTERS

continued from page 6

to university and my far-off plans began to materialize. My personal love is Art History, and it's a subject that I can see myself getting very seriously involved in. Why should I work just as hard and with just as much dedication as any male for the next six years and not use what I've learned, not reap the benefits of my acquired knowledge, not fulfill myself further when I leave university? Why should I then forget about doing the work I want to do, or else greatly subordinate it to another, "domestic" job? I see no reason.

I have been accused by a number of males of being too much of my own person, of knowing what I like and sticking to it stubbornly. I can't understand why anyone should be accused of trying to be an individual. I wouldn't do that to a male. Why can't a female who wants to be a complete person in herself reconcile her situation to that of a male? She needs him as much as he needs her,

yet just as he needs other things besides, so does she. It seems to me that the trouble lies with the males I've encountered. When challenged, they are revealed as not being as virile as they fancy themselves. When their self isn't supported but has to stand against another, they don't know how to deal with the situation. Don't you, Mr. Editor, value your intelligence? Well, so do I and I'm not going to play the "dumbblonde".

The good old traditional position for sexual intercourse, with the male on top, is a perfect symbol for the whole tradition of male-female relations. But there are other ways to do it that work just as well. They may seem perverted to some people, but they can be just as much fun.

Eve Schnitzer,
BA 1

Not happy as woman but doesn't envy man

Sir,
I would like to comment on the article in "the Review" of December 6 by Martine Eloy.

Miss Eloy has stated in a clear manner many of the conclusions I myself have come to after living in this "man's world" for 25 years. In a very real way, the continued existence of one half of the human population in a subordinate role taints all human thought. The subtle acceptance of woman as a second-class citizen is a real stepping stone on the road to other, more blatant forms of discrimination.

The most valid point Miss Eloy makes, I feel, is that, because women no longer wish to accept the burden of "material existence" (worrying about rent bills, planning good suppers for under 50 cents a serving, etc.) this doesn't mean that they wish to assume a masculine role as it is presently defined. In no way do I, or any woman I know, envy any man his role in this society. Rather it is a challenge to all human beings, male, female, black, white, Christian, Jewish, and yes, even Marxist, to construct a society in which all human beings will be free to be conscious, creative, fulfilled individuals.

Wendy Gough,
MSc 2

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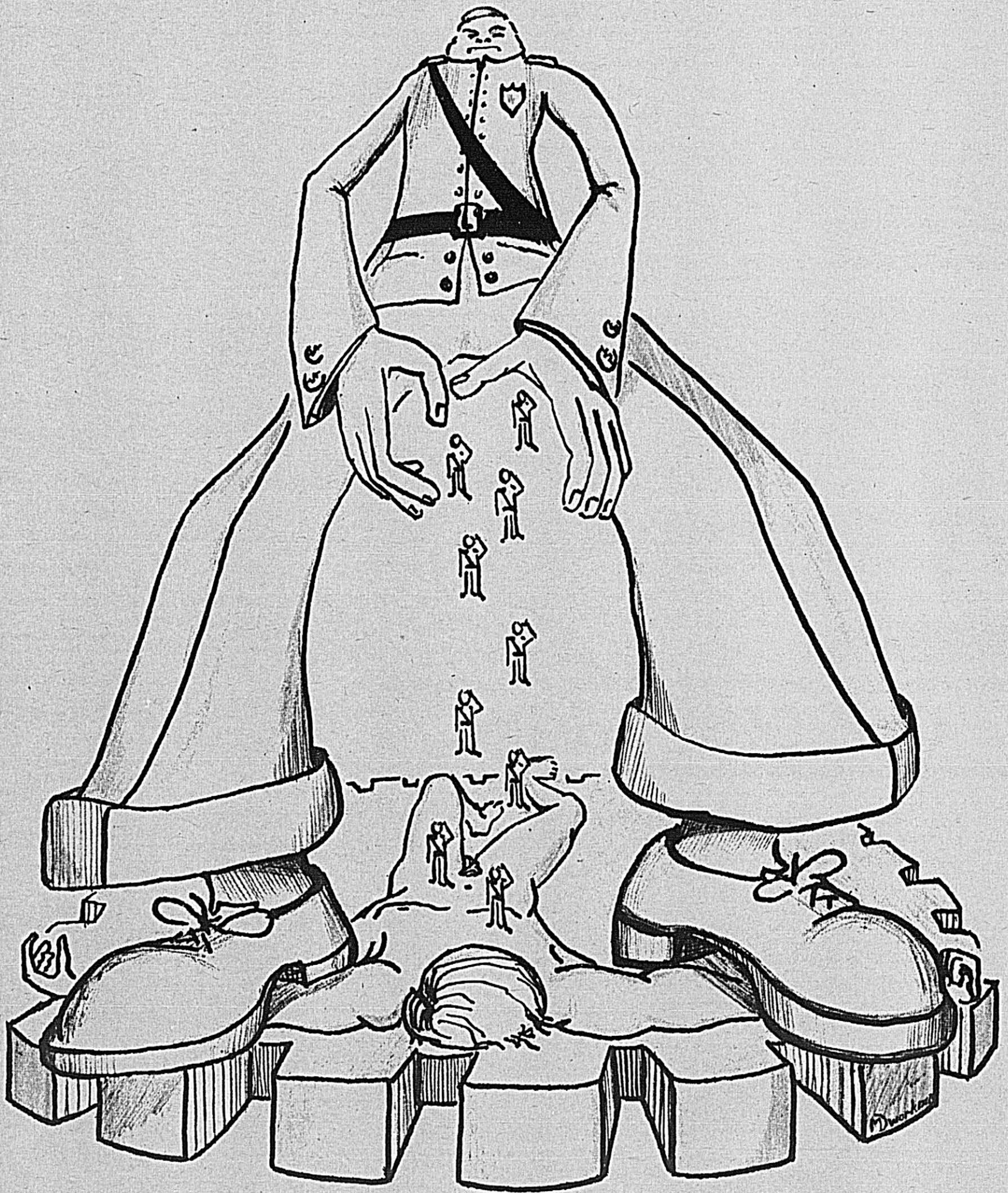
CONTACT

Mr. J. Kronick, A.C.S.W.

c/o Queen Elizabeth Hotel

the Review

McGill Daily supplement, Dec. 13th, 1968



THE COPS — WHY?

Anatomy of a cop - Part One

From a cop to a pig

Constable #839 sits at a desk in Montreal police station number one. He does paper work, has never been on a beat, never made any arrests. He decided to become a cop two years ago, fatigued at the thought of any more schooling. He spent one year at police academy learning how to fill out forms and the police regulations. He can't remember what else was taught — after all, that was a year ago.

Some days are spent at the municipal court giving directions to visitors. At a flat topped table he sits, hands folded, staring at the elevator doors. He has memorized the building; directions are given in a split second, except to the girl who asks where the police station is: "What do you want to go there for?"

Working at the station hasn't changed his life. He says that he has the same friends. When out of uniform he claims to be the same kind of man, that he doesn't react to situations any differently. He has never had any run-ins or unpleasant scenes with any kind of people. "No," he says, "there are no groups I can think of" who are hostile to the police, not even students.

He can't formulate an idea of what role a cop plays in society. "He protects people; enforces laws," he says as he scratches his head. As to what a cop ought to be, his reply is a perusive gaze at the elevator doors.

The image of the cop is reflected accurately by radio and television, he admits. But the courts limit law enforcement.

Protests "don't do no good". The head is again massaged at the question of whether or not demonstrations are a civil liberty. He has no answer. And he can't think of any particular methods that a cop should use to handle a riot.

A blank stare answers his concept of an ideal society; he just hasn't thought about it. Politically he is neither pro or anti any system. He's just a cop who does what he is told. But there will always be cops because people will always "get out of hand".

With no beliefs he would personally like to enforce, no model he strives to be, no immediate plans of thoughts about improving society or belief that this system needs consideration, or even any patriotic passion to defend what already exists, constable 839 will become an effective cop, a potential pig. He's a nice guy caught in an authoritarian system which allows him to make certain decisions, such as breaking up street fights, and gives him power through police codes. He says that there is a clause stating that a cop must use "personal judgment" for such situations. But beyond similar small incidents, the bureaucratic chain of authority takes over. He becomes responsible to sergeants, lieutenants, a chief, the police tribunal and the courts — all in the interests of protecting the people.

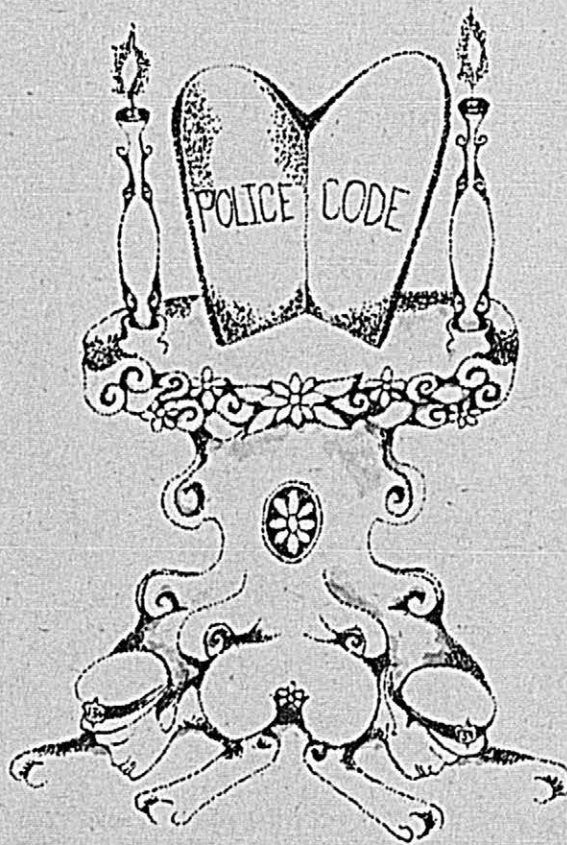
Watching elevators is leisurely and takes no thinking. He is more secure here than on a beat because he usually has to make no decisions at all. No one hurts him as long as he gets his paycheck; he is defending only his right to earn a living. He has no apparent interests beyond his own welfare.



EXPERIENCE TEACHES: cops and citizens mingle, enriching understanding of each other.

He may talk to his buddies and hear of their horror at being called a pig; or how some punk on a street corner resisted the cop's order to move on; or that too many kids were playing baseball in the streets. But their talk will have no meaning until he gets on a beat and their verbal complaints become personalized. Moral outrage will set in if he is pushed around too much. He has not formerly thought about what or whom he is defending; he has just done his job. But if he is attacked, he will be transformed into an authoritarian figure, expand the "personal judgment" code, and use his position to back up personal grievance. He doesn't like hippies. Your hair is too long, therefore you are a hippie. You are picked up on vagrancy charges.

A cop has to become thoroughly indoctrinated in his work to be effective. If he is a malleable man, such as constable 839, there is much room for influence. He's with a group of men who, hardened by criminality, rule by force without perspective for any other methods. He will accept their way of life because he knows no other. For example, when the constable said that people will always "get out of hand", he indicated he has taken his own first step toward becoming an establishment policeman. He has assu-

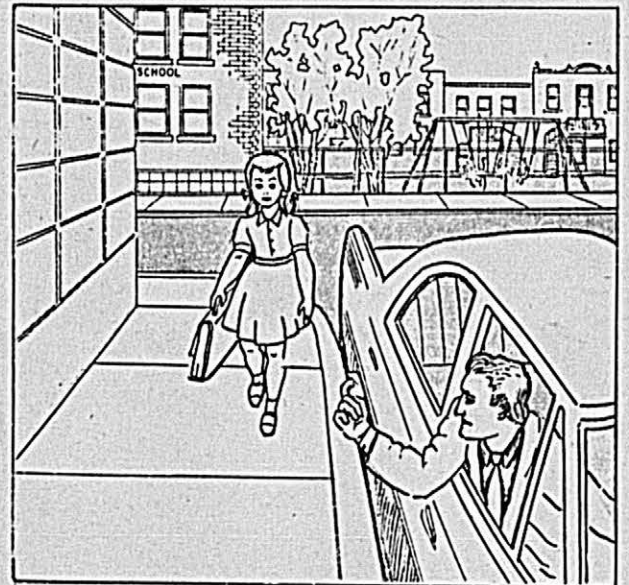


med the status quo as inevitable, without yet realizing it. Since police tactics are to keep peace within the social structure, they are an especially inviolable part of it. To try to activate social change is to revolt. Law and order rarely exist during revolution. The cop is there to preserve law and order, thus he is the natural enemy of social change.

For the moment, constable 839 is defending no one. He will not be until he is placed on a beat and has to interact with the people he claims to be helping now. Now, he is just supporting an organization which he understands very little. Since a citizen rarely goes to his station, his typical cop is the one on the street. But this cop as become an entirely different kind of man. The street life must be considered before any interpretation of what a cop is and how he becomes this way can be begun.

Taylor Buckner, a sociologist at SGWU was a policeman with the Oakland, California department for a year and a half. His experiences illustrate the socialization processes at work. He knows how a cop becomes the pig.

To initiate a young cop, he may be given an assignment to haul in a prostitute. He will be told where to go, who to get, but not what to expect. When he gains entrance as a



INITIATION: a novice law enforcement officer must gain practical experience by picking up a prostitute.

prospective client and she intimates her trade, he will identify himself as a cop. Whereupon the unsuspecting cop will be attacked by this hysterical female clawing and biting. He learns fast. Frequently the novice is told to stay with a specific senior cop so that he may pick up the specialized tricks left out of formal training.

He also has to learn about the use of his gun. Buckner said that after he received his gun he dreamt for months about various situations in which he might be called upon to draw it. In Oakland, when a cop removes his gun from his holster, he must shoot to stop. At what point a cop should kill was the crux of the anxiety affecting Buckner. With experience a cop learns automatically when to pull the gun; the gun is drawn without thinking of the consequences.

Buckner noticed that his linguistic structure changed. He assumed a dogmatic authoritarian air. Suspicion often resulted because of a subtle evasion which he would not have noticed before he got on the beat. Friction between himself and friends was inevitable because of his new exterior. His role became a twenty-four hour obsession; he was always defender of the people, protector of property, saviour of law and order.

An experienced cop develops a sense for trouble. An open window of a parked car when it is raining might indicate that the car was stolen. Certain people just look suspicious; they wear their guilt.

The sight of a cop also causes paranoia in innocent people; people just feel suspected whether they have done anything or not.

A geographic sense of crime is learned. Cops know what district breeds crime, what store is a front for a bookies joint, what hotel is a whorehouse. A ghetto, although posing a threat as a particularly hostile area for a cop, has only small, petty crimes. The wealthier districts attract more interest because the crimes cost more to the victims. The job is more satisfactory because there is more to save.

These reflexes become innate. A cop cannot be suspicious for ten hours a day and unsuspecting the other fourteen. Nor can any attitudes of authoritarianism be discarded. Frustrations built up during the day can no more be forgotten than those of the businessman returning from the office. A policeman has a moral code inculcated into his habits. He cannot deviate from the law. A lay citizen feels free to release himself in any expedient manner. Restrictions are felt by a cop which make him righteous because others do whatever they please.

An outlet must be formed. A cop can do this creatively. In Oakland some cops got together and rented a car for a day. They placed in the back seat, a large gift-wrapped

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Anatomy of a cop - Part Two

Games Policemen Play

The anatomy of a cop does not stop with a discussion of his motivations and value systems. There is the external part of his anatomy which might best be described as the roles he adopts in society or, in the current terminology, the games he plays. He plays some of these games out of preference, others because society forces him to, and still others, by far the most dangerous, because they are inherent in the type of organization for which he works. These games are perhaps the most important part of his anatomy because this is the only part most of us ever see.

There is one overriding game which the public demands that its cops play. This is the archetypal game of Daddy. Daddy is drawn primarily from the Victorian ideal of the father figure — stern but fair, just, aloof and not at all indulgent toward his children. Daddy is there to protect us from the nastiness of the world and to guide our footsteps up the path of righteousness. That is, he is there to make sure we obey the law.

The one area where we are most likely to meet Daddy is in the sphere of traffic violations. If you are speeding and are caught, you should not feel that the cop swooping down on you is an avenging figure of doom. It would be more to the point to visualize yourself as a child caught in the act of rifling a radar-trapped cookie jar. You tried to get away with a no-no and Daddy stopped you. Like a good father, the cop is expected to act from the motivation of pure justice which he administers for your own good.

For this reason, he will give you the ticket firmly but without malice. If this is your first offense and you have some plausible excuse other than you were too drunk to know what you were doing, he might exercise the parental prerogative of mercy and only give you a warning. Daddy must reward as well as punish, society demands that its cops be somewhat inclined to forgive and forget.

This game of Daddy, while generally practiced everywhere in North America, is particularly viable in Quebec. Here we have a society traditionally based on the hierarchy of the Church which sees its leaders, from the Pope down to the most minor pastors, as "fathers". They are authoritarian figures removed from intimate personal involvement with their flock but responsible for them. And the cops are their counterpart in lay society. Because of this tradition, cops here are also interested in moral training. The morality squad protects us from books and movies of "dubious" character just as our parents (and our priests) tried to. While still fairly strong here, this function of Daddy is dying out in other cities.

Although Daddy is the chief game played by cops at society's behest, it has many variations. Among the more interesting is Boy Scout. Not surprisingly, the game consists mainly of being helpful, brave, courteous, kind, cleanly, etc. The cop should set an example. His uniform must always be neat and he should never be surly. These are rules of the Montreal department. And, although he is Daddy, he should not be unapproachable. He must render help cheerfully when asked to do so.

This game is crucial for society. The current theory is that fathers should not only be respected but, like any good scout master, should also try to be pals with their kids. Likewise, a completely authoritarian police establishment without certain strains of appropriate friendliness would not be tolerated.



Photo by Nick Deichmann

While the team captain snoozes on the sidelines, two rookies lose points for the Montreal team by playing Man Of The House instead of Older Brother.

older sibling. He still retains authority, but he is also young enough to have fun, to laugh and to have hangups. This image is much more sympathetic than Daddy, especially to the young, and hence this game is played most frequently by cops who must deal with youth. They can get farther with it than with the straight role of Daddy from which most kids, by their very nature, rebel.

Older Brother leads directly into a highly specialized game called Family Man. Basically, this is a public relations game played by police departments to elicit community tolerance. They constantly stress that cops are not inhuman automatons — they have personal lives complete with wives and children. This image is crucial if the public is to accept the immense power given to police. Cops must be human and capable of normal human feelings and functions. Put another way, police biggies want you to realize that cops fuck. They would prefer that you not think of it in precisely these terms (after all, the cop must also play Boy Scout), but this is basically what Family Man is all about. If the game is played adroitly enough, you will learn to trust the cop with authority and perhaps give him even more.

There are two last games in this syndrome, both closely allied. These two cause most of the danger inherent in the way in which western society makes its cops behave.

The major game of these should accurately be called Man Of The House. This is the one where Daddy reverts



Closely allied with Boy Scout is Older Brother. This watered-down version of Daddy can be seen any week-day on programs such as "Adam 12" or the morosely defunct "Car 54 Where Are You". In this game, Daddy becomes even more approachable and takes the form of an to his primal role of defender of the safety and/or honor of his family. The technique used in playing is more often than not some variety of Cops and Robbers, except that in this case the guns are real. (This distinction becomes crucial if you happen to be the object of the game).

The technical name cops use for this game is "crime fighting" and it is this which serves as the main impetus for society's maintenance of a police force. It is here that Daddy forgets all his other roles and becomes the hunter out to protect his family, in this case, presumably, you and me.

The basic training of a cop is directed towards this one game. The basic rule book is the law. If a law is broken, the cop launches into Man Of The House and takes out after the robbers. To a cop, it is as simple as that. Which is unfortunate, since it leaves him completely unprepared to play the last game in this series, Patsy.

Patsy is a political game. The directing force is generally the mayor and his council. It is played when the politicians decide that it is politically important to cool it with regard to certain groups. The police are instructed to look



Photo by Nick Deichmann

Daddy home from the hunt.

the other way and not to interfere, even if, according to law, crimes are taking place. This occurred during the first Chicago riots where cops, at the beginning, were told not to arrest looters. It was played again in Montreal during the recent liquor strike when illegal importation of booze was generally condoned.

Of course, the patsy in Patsy is the cop. He must stand by and watch what he has been trained to view as criminal offenses go unpunished. He has not been given the political socialization to know why, and he is made very up-tight about the inherent contradictions. The schizophrenia involved can sometimes break out in violence when, as in the case of the riots at the Democratic Convention, the politicians decide it is time for the cops to stop playing Patsy and switch to playing Man Of The House. In that particular case the cops were informed that no limiting rules were set on the game. Their frustration over social movements which they could not understand broke out in the form of a cop riot. They played Man of the House with everyone, including the press, when they really should have been playing Boy Scout or, at the very least, Older Brother.

In addition to those games which society forces on police (or, as in the case of Patsy, which society plays on police), there are a few which cops adopt of their own volition. These are really only supplementary games and need not be dealt with at length.

The prototype game, from which all other games of this nature are drawn, is Cowboy. The basic rules consist of sauntering down the street, holster and gun in full view, looking like you're on your way to the OK Corral showdown on Peel Street. Like Family Man, this is basically an image game and derives from wish fulfillment gotten from viewing old Roy Rogers and Gene Autry films in the cop's youth.

This game can, of course, be played in patrol cars as well. The car simply replaced the holster and gun and moseys down the street. By itself, this game is harmless and simply gives the cop a certain status and security, like the cowboy heroes of his youth enjoyed in the old TV west. However, if carried too far it can become slightly more dangerous.

Turn page

The crux of cop game playing lies in those games which are inherent in the very nature of the police mentality. These are the obscene games which turn cop into pig.



The pig secure on his Hog — a classic example of the correct posture for playing Cowboy.

The cop who has practiced Cowboy for many years can easily be tempted into playing Marine Corps Commando. This is a vicious game where the cop storms a crowd the way John Wayne stormed the Isle of Corregidor. Montreal cops are particularly noted for their avid participation in this role game which they refer to as "crowd control". Cowboy can also lead to the game of Fetish where the uniform and accoutrements of the cop (particularly the badge) become powerful charms which lead him to believe he can practice almost anything, including harrassment, illegal search and seizure and therapeutic beatings, without fear of censure. This is also a popular Montreal game and is even being practiced, at the moment, within the Roddick Gates.

The point about all of these games is that they concern the image the cop has of himself. They are the acting out of fantasies which make the cop important to himself and add to his sense of authority. They are all variations of the basic Cowboy and are not particularly upsetting unless carried to the extreme of Marine Corps Commando or the more virulent forms of Fetish.

Of course, the crux of cop game playing lies neither in the games which society wants him to play nor in the games which he personally wants to play; it lies in the games which he must play simply because they are an inherent part of the police structure and mentality as it has evolved. These are the obscene games which transform a cop into a pig.

There are basically only two such games but they have enough variations to outrage almost any morality. The first half of the duo is a little gem known as Counter-revolution. This game is a direct extension of the police department's view of social movement.

The cop is trained, first and foremost, to preserve order. According to Professor Goldberg and others who have studied police motivation, this is the cop's prime *raison d'être*. Of course, preserving order means preserving the status quo. Hence, any threat to the status quo is considered a threat to order which the cop is dedicated to preserve at all costs. Since any meaningful social movement seeks primary changes in the status quo, as well as in society itself, such a movement is seen by the cop as threatening. He has not been given any sophisticated political socialization and therefore cannot understand the issues involved nor the motivation on the part of the movement's adherents. He sees simplistically. Social movement - disorder - threat to society - wrong. Although he might acknowledge their existence, he does not feel the effect of civil rights or freedoms. A dedication to the brute concept of order does not include such things. In this vicious circle, all social change becomes the equivalent of rebellion or revolution.

This point is best brought out by the director of the Montreal police, Jean-Paul Gilbert. In a speech given to the Montreal Board of Trade Associates on October 23, 1968,

he stated, "History shows that all the world revolutions have been preceded by persistent rioting." He then brought up the spectre of the Paris revolution last spring and linked all this indelibly with the demonstrations which have occurred in Montreal. Although these demonstrations were for civil rights and social justice, the director's thought was clear. All demonstrations tend to lead to riots which in turn become revolutions. Hence, demonstrations, as well as all democratic agitation for reform, should be discouraged if not put down outright. They are a threat to order and the social system.

This preoccupation with order is the basic totalitarian ideal. When order, and, it follows, the present social system, are of prime concern, democracy and individual freedom eventually wither. And this ideal of order and the system is the corp of western police establishments.

With this in mind, the rules of Counter-revolution are easy to describe. They consist simply in making it as difficult as possible to manifest open dissent and in attempting to minimize any dissent which does manage to take place in spite of cop efforts. The motivation for the individual cop is just as simple. Since he does not understand the complex issues involved having only been trained in a blind belief in de-humanized order, he sees himself as a bulwark against the coming deluge of anarchy. It is fairly easy to beat kids once you have gotten this far.

There are several variations of this game. Marine Corps Commando is an integral part of it. This occurs when protests or movements become too large for police comfort, both physical and mental. They then declare the movement a riot and storm the beaches in the name of social order. Another aspect is Occupying Army. This game is played mainly in ethnic ghettos where, not surprisingly, the demand for change is heaviest. The cops maintain a disproportionately large force there, much like an army of occupation, and attempt to "keep the lid on". In general, the rules of this variation are to apply enough concerted pressure (not the least of which is terror) to "keep the nigger in his place". The great riots in American cities can be seen as a direct result of this particular game.

The third important aspect of Counter-revolution is the game of Big Brother. This is a form of Occupying Army which is practiced in society at large. It consists mainly of keeping large dossiers on leaders of social movements and subjecting them to constant surveillance and harrassment. If the game is played adroitly enough, the cops can manage to take the leaders out of circulation and blunt their movement. This game has been played well against Black Panther spokesmen in Oakland where the cops have been able to arrest several of the leaders, particularly Eldridge Cleaver and Bobby Seale, on trumped-up charges. For bonus

points, they have been able to kill others outright and hound still others underground.

Of course the famous subgame of Pig can be played in conjunction with any of the above. Basically, Pig is simply a name given to the intensity with which a particular game is played. For instance, a cop who plays Occupying Army by concentrating mainly on physical intimidation, such as beatings, or who has a particularly notable record of shooting suspects rather than going through the bother of bringing them in, is playing Pig Occupying Army. Similarly, the cop who concentrates his blows in the area of the groin during "riots" is playing Pig Marine Corps Commando. This more intense form of game playing is particularly suited to the ex-soldiers on the force.

The other major game which is an integral part of any police organization is the most dangerous of all. It is the game of Murder. The rules are absurdly simple — the only thing a cop must do is kill another human being. As for restrictions on the game, the cop must a) believe himself to be in danger or b) believe that the suspect is attempting to flee. He does not have to know, merely believe. Hence, the only restriction is that he use his judgement. If he is of the opinion that Murder is required, he may play the game and shoot.

Very little must be said concerning the danger of giving one group in society the right to murder at their discretion. And what this power does to the mentality of the cop is incalculable. Since the result of this game is death, it is the one game which becomes most intolerable if played indiscriminately. Its variation, Maim, is therefore much more favored in police circles because the end is not so final. Mayor Daley has recently taken the first steps towards legitimatizing both of these games into two of the great North American pastimes. Other leaders can now be expected to follow suit and, as social pressure increases, these two sports may well become the dominant features of a cop's basic anatomy.

So there you have it — the games policemen play. The upshot of most of them, of course, is that you get screwed — or shot. Nor do the cops themselves fare much better. With so many conflicting roles to play and the divisions between them so ambiguous, role confusion becomes a daily menace. If a cop makes a mistake and plays straight Daddy when he should be playing Boy Scout the results are not too devastating. But if, while engrossed in the role game Cowboy, he gets impetuous and plays Murder instead of straight Man Of The House, the result for him is could be serious. It is definitely serious for the person he is playing with.

The reality is that cops should not be playing games at all. But this they can not help. Society demands that they play the predominant role of Daddy and then complicates it



Several Montreal team members appear intense before an important game of Counter-revolution.

Photo by Morrie Altmeld

An experiment in education

A McGill math lecturer tells what happened when he decided to do away with lectures

In the fall of 1963 I decided to teach my two elementary calculus classes by using a workshop rather than lectures as a means of directing the attention of the students. I chose my calculus classes, which provided me with fifty-one students to experiment on, plus a large control group of 331 students who would receive the usual lecturing from other members of the department, who would take the same final exam as my students, and who had been selected on the same random basis. I had hopes of demonstrating that although lectures might be useful, they were by no means a necessity in the handling of a mathematics class, and I wished to set up a pilot project for methods which would more directly address a student's problems than lecturing ever could by itself.

Learning by test

The basic method used was quite simple, but I must admit that it evolved gradually during a period of a month, and this involved some initial confusions for the students. I made up a series of sixty-four problem sheets which covered all the material of the course. The first of these was designated to be done in the classroom and only in the classroom, but this proved to be inadequate and later I introduced take-home problem sheets. Each test, as I called them, was mimeographed so that there were enough copies for the entire class, and each was placed in its own manila envelope.

Now suppose Miss Smith was ready for test TH-10. She went up to the front of the room and took it out of its envelope and went to her seat or took it home, consulted her textbook for theory, worked with other students, or consulted me if she reached an impasse, and worked in this fashion until she completed the test. No attempt was made to discourage cheating, yet there was little of it.

Class periods thus could be quite lively, with students walking about and chatting, although generally they remained at their seats working hard. Almost no one ever slept in class, as often happens in a lecture room, except for one student, who led an active night life and was convinced that he was unable to work in a classroom. But even he could be found working from time to time. Occasionally I had to break up a hockey pool or a discussion of biochemistry, but this was rare.

When Miss Smith finished test TH-10 she returned the test sheet to its envelope and placed her work sheet in another manila envelope, which was later picked up by a corrector. She then started on another test. It is to be noted that she worked at her own pace, that there was no attempt at all to compel the students to work on the same test at the same time. In fact, very soon some students were "months" ahead of others.

The correcting was handled in the following fashion. I provided a sheet giving instructions on how to correct tests and an answer sheet in each "uncorrected test" envelope. Thus, when I had assigned Mr. Williams to handle TH-10, he familiarized himself with the correction procedures, studied the test and the answer sheet, and then corrected Miss Smith's paper and the others as they came in over a period of a month or so. Only after everyone had completed the test was it withdrawn and Mr. Williams relieved of his task. He was encouraged to prod people to get the test done.

Some of the tests I corrected myself because it was convenient or because I was too lazy to make up an answer sheet.

The corrector was encouraged to take the test to the student and discuss his mistakes with him; in any event, all the tests came back to me—after they had been marked—via an envelope labeled "For Student Correctors Only." Later, in my office, I checked over the work of the corrector rapidly, making sure I discussed with him any misconceptions he had about what he was doing. I made a note of these on paper so that I would not forget to mention them the next period.

It was absolutely essential that the corrections were made regularly within two to four days or else serious disturbances of the students' study habits took place. I had two or three students who persisted in being absent when their turns came to be correctors, and I had to do much of their correcting myself to keep the work flowing. The next time I use this method I will assign alternate correctors to each test in case the first corrector is absent, and I will make it clear that not completing correction tasks will make a student ineligible for the final exam.

Weak students were given the easiest tests to correct, and they served quite well.

While I was checking over the papers, I made up redo tests. Each student was required to redo every problem he had done wrong. In the morning when I met my students, I would distribute the redos. Suppose Miss Jones had at the top of her paper "Redo 1, 2, 5." When I reached her in the morning, I would give her the paper, and she would likely as not groan, and then we would discuss her mistakes and any background material that she seemed to lack or any problem with which she was concerned. I might tease her about thinking that $\sin(ax)$ was equal to $(\sin x)$, which was something she never could get quite straight.

The redos directed a student's attention to his errors and asked him to do something about it. If what he did about it was wrong he got another redo. Thus the emphasis was on competence rather than on pace and amount of material scanned—as is the case when lecturing alone is employed.

Through the use of this system it became highly obvious why our mathematics students are generally incompetent. I frequently observed that prior math courses had required such poor duplication by a student that they had actually taught him errors and allowed him to consolidate various error-making techniques. When 50% is a passing performance, it seems that a student can actually learn nonmathematics and still be promoted from class to class.

The checksheet

When the student had completed a test or a redo perfectly it was awarded a pass, whereupon I took it out of circulation and marked that test off in red on my checksheet. Through the checksheet I kept track at a glance of how my students were doing. It was essentially a list of names plotted against completed tests, like this:

	10	11	12	13	14	15	16	17	18	19
Bingham, W. J.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Brown, M.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Charles, D. M.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fisher, R.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Morton, J.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

From the above sample we can see that Mr. Bingham is doing very well and doesn't need any more than the usual procedure of pointing out to him every mistake he makes. Mr. Brown is coming along fine. The blank for test 15 probably means that he has a redo on 15 in the works. Mr. Charles is probably in need of a little extra help, and with the above indication, I would sit down with him and we would talk about what was holding him up.

This type of discussion with a student had a tendency to range over a very wide variety of subjects from wars with parents and lost girl friends to the seeming futility of student life, the kind of study habits or attitudes that were causing the slump, and often areas of math not included in the course but which were causing a snag because they had been learned wrong, or not learned at all, or forgotten.

The case of Mr. Morton is not one to worry about at all. He is the rabbit of the rabbit and tortoise tale—very able, very overconfident, who makes mistakes mainly because he goes too fast. He is behind because he is dallying with the girls and being a good, solid college boy. Whenever he did work he closed the gap between himself

and the other students easily and with good retention. All I had to do was keep an eye on where he was and deflate him every once in a while and make a big issue out of his mistakes to keep his overconfidence from destroying him.

The students were allowed to look at the checksheet to see where they were and where they were in relation to the others. Noticing that one was represented by a long white streak through a field of red was one of the automatic goads built into the course.

The checksheet as a communication device

The checksheet was my most direct and important communication line with my students. It helped me countless times to spot troubles as they were developing and to handle them before they grew into disasters. I remember at the beginning of the year how critically useful the checksheet was. This was an especially problem-filled time as I was still making many mistakes in organizing the course. Many students had objections to and fears about such a radical innovation as learning math without lectures and had not the least bit of confidence in my ability to iron out the difficulties.

Many people are essentially covert when they have disagreements and complaints and cannot discuss them with you frankly, assuming somehow that you are pigheaded and won't see their point of view and wouldn't change even if you did. This meek attitude is epidemic among our student population, and my classes were no exception. Such an attitude seems to arise mainly because of a lack of self-confidence, or ability, in communicating disagreements with the intention and the willingness to create change in the person who is the source of the disagreement.

The students who did not have this ability to communicate their disagreements to me, however, still had their problem and had to handle it to survive and, of course, it didn't get handled easily since I, who was most directly concerned, had no idea what the disagreements were, although I was grossly aware that they existed.

A typical handling of such a disagreement situation reasons that two-way communication is impossible. The student cannot tell me what is to him wrong and transfers responsibility to me for this state of affairs by assuming that I'm unwilling to listen, unwilling to change, unwilling to treat his communication as worthwhile, unwilling to accept his problems as real. In other words he makes himself feel that even if he could say what was bothering him, communication is impossible because I wouldn't listen. Therefore, since I won't listen to his needs, I can't communicate to him what he needs and the one-way communication from me to the student in the form of instructions, and so forth, is useless and must be broken. This is a withdrawal reaction, and since we can define fear in terms of withdrawal, its characteristic emotion is fear. Fear is the emotion that tells us communication is bad. Such attitudes are, of course, generated by our society, which all the way from TV to school enforces one-way communication and consistently invalidates the student's own communication attempts.

Withdrawal in this particular case meant going to Dr. Herschorn, who was in charge of all the sections, and requesting a transfer to a section where people did normal things like sit and listen to lectures. Dr. Herschorn had his hands full for a few weeks handling the disagreements with my experiment, disagreements which the students adamantly refused to talk to me about.

The checksheet system finally allowed me to set up sane communication lines with the students and the disagreements were thus handled in a way which bypassed Dr. Herschorn's office. It turned out that the only students who had complaints were the ones who couldn't progress through the tests. As the course got underway it became more and more obvious after a glance at the checksheet who these students were, and I was able to go to them very

Turn page

by Donald Kingsbury

If the university ever breaks up its anti-educational structure and masters the creation of learning environments, it may find itself performing unheard-of functions like actually teaching its students how to acquire knowledge efficiently and quickly and how to think and act with this material creatively in the interest of sensible goals.

gently and find out why they weren't progressing.

One girl who had been in tears in Dr. Herschorn's office turned out to consider that tests were a judgment, and also she was unwilling to be judged. She spent her time studying for the tests, but since she refused to take them she never really discovered whether she knew the work well enough to continue and so was generating a mystery for herself about her calculus abilities which was rapidly creating a panic reaction. I handled this by having her do the first five tests in my office, whereupon she found out that the studying she had done had taught her something. She found out that she did know the initial material and so could proceed.

The pot

Another device I used to pick up complaints and troubles and generally handle things I was too busy to notice was an envelope called the Pot, which served as a safety valve. On the outside of it I had written: "This envelope is to receive all of the following material and must include your name and the date. Deposit: (1) Questions about calculus which I seem too busy to handle on the spot. Include text section number if possible. Also if possible phrase your question intelligently. If not, ask it anyway. Someone will handle it. Never be afraid to make an ass of yourself. (2) Suggestions for improving the course. What can I do better and what can you students do to help? (3) Hysterical outpourings. Screams of agony. Bitches. Sober comments. Requests for transfer to another outpost. Sob stories. I will read them all. No retaliation at final exam time guaranteed."

Through the checksheet and the Pot and discussions with the students while I handed out redos, I obtained all the information I needed to keep the course on an even keel, and the students developed the feeling that they could come to me with their problems.

It is important in doing this sort of thing not to use the "non-directive" therapy approach, fashionable at the moment, to solve problems that the students might have. Problems do not get solved by having the student talk them out, they get solved with discussion plus effective effort. Many student complaints turned out to be squarely based on defects built into the original systems. Once I understood, via communication, how these defects were causing troubles for certain students I was often able to modify the system to accommodate their needs.

One of the remarkable things about our present educational structure is that it doesn't at all take into account student goals. As anybody familiar with learning theory knows, repetition of material has little effect on learning in the absence of a goal.

You can teach Rat-A some visual discrimination ability by rewarding him with food when he gives a correct response, because food is one of his goals, but you cannot teach him the very same ability if for every correct response you reward Rat-B with food instead—because feeding Rat-B is no part of Rat-A's goals.

I, like everyone else at McGill, accepted my students with the motives that they had as they were delivered to me at the registration table. I had no well thought out, well worked out plan for relating their classwork to their goals. In fact, the only work I did with goals was on a haphazard basis. When I noticed a student on my checksheet who was lagging, I felt around for what was troubling him and what goals he had that I could work with.

A boy was depressed and not working and was way behind the others. I knew he liked girls. I kidded him that the best girls abandon unsuccessful men. He finished with a first class. One boy started to fall so far behind that his very real goal, to master and understand math, which had been frustrated for so many years, became less and less real to him. I made a point of showing him that he had made real improvements and that he was gaining on his goal. That kept his motivation up and he came from behind with heavy handicaps to pass the course.

But this makeshift is not the stuff of which an optimum learning environment is built. Such an environment would be deliberately structured to motivate its students and would never try to teach abilities unless it can link in some goal. A student who does not see calculus as a way of approaching one of his goals will not learn calculus no matter how it is taught.

I've thought about this and next year hope to devise a way to do a goals assessment on each student so that I can bring more order into this end of the course. I would like to develop some methods for creating goals of value and for

clearly relating calculus to various different goals that the students do have, but as yet I have worked out no system that suits me or could be fitted into the limited time allowed for the course. Student goals should be assessed and created before courses are assigned. Naturally the skills for doing this cannot be acquired overnight.

A lecturer will also ask about attendance. It soon becomes obvious, however, when you run such a workshop that a student just can't be away very often without his absence being noticed. I made it very plain that I would allow no student to write the final exam who had been absent frequently without reason and had not completed his check-sheet or done his share of test correcting. The attendance was considerably better than lecture attendance, but, of course, I did have trouble with Saturday classes.

Results

In spite of the fact that the experiment was a radical departure from accepted practice and this was the first year it had been tried and a great many mistakes were made, the results were significantly better than the control group and certainly better than any results I have achieved in my eight years of teaching this first calculus course. The final exam results are summarized in the graph (Figure 2) and accompanying table.

The graph shows what happened at a glance. The experimental class is low on flunks and near-flunks and rises above the control group as we move into the higher marks. I had 12% fewer flunks and 11% more first classes than the control group, and no students who learned nothing.

Unfortunately I have no measure of "retention." To get such a result we would have to retest the groups at a later date and compare the results, and also measure re-learning speeds. Learning theory would, however, predict that the retention of the experimental class would be higher than that of the control group. The experimental class maintained an even rate of learning throughout the year. My students noticed that they were always ahead of the other classes in their ability to do problems. The traditional study pattern of calculus 224 is to take lecture notes and then embark on a crash learning program in the spring, a practice which always produces low retention of material if it is neglected after the final.

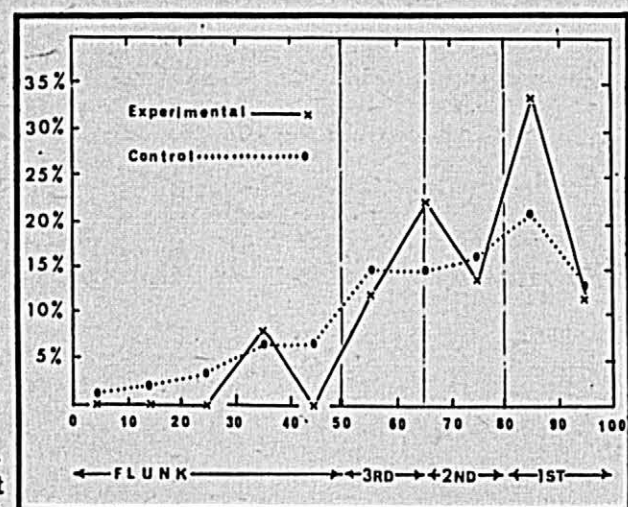
Many of my students have come to me with comments. The aspect of the course almost universally liked was the way it ruthlessly kept the student's attention on his errors while acknowledging what he knew. This clarification of their position vastly appealed to the students. The timid one learned clearly where he was making progress and this erased his self-doubt, and the overconfident one was kept in touch with what his abilities really were. In the end I can say that I have never been more warmly received by any class.

Another lecturer will be bound to ask what about the time spent on giving the course? Well, it turned out to be considerable. I spent about two hours working on the course for every hour I spent with the students and at times more than that when I had a lot of organizational work to do. Most of the steady work involved making up answer sheets for the tests and correcting those tests I did not assign to students and looking over the tests corrected by students and making up the redo exams. As it was, the work load would have been impossible to carry if the students had not done a great deal of the preliminary correcting.

I feel that the outside time spent on the course can be reduced considerably when I get the tests organized on a more gradient scale so that they present less correction problems and when I devise a more efficient system for student-participation in the correction process. Naturally the very heavy initial organizational work will never have to be repeated.

The experiment made an attempt to keep the student's attention fixed on some area of calculus he was just ready to master by providing him with graded tests that he was required to complete perfectly one by one. It was an improvement on lectures alone, but I am not satisfied an adequate job was done.

The way the course was organized each student did the same number of tests and the same number of problems. Thus in one important respect it was impossible to treat the students as individuals. To some students the gradient was too easy and they progressed rapidly—but by doing more work than they needed and learning less than they could have. Other students had much higher error rates than



average but moved ahead to the next test anyway when they had completed their redos. Ideally they should have been left in a certain test area until their first-trial error rate had dropped below an acceptable level.

This last reform is difficult to introduce because of the rigid time element that calls for a final exam in the spring. Those students with high error rates should be made to do more work, sometimes as much as three to four times as much work; but since these tend to be the slow students who already have to work to capacity to keep up, it would mean slowing them down drastically to the point where they would not complete the course in time.

Thus I was sacrificing competence for time and this very definitely showed up in the final exam results. Only one of my very strongly error-prone students made a first class and he was an exceptionally hard worker who was well motivated. One error-prone student who did complete the course flunked the final, partly because he didn't sleep enough the night before, but largely because he needed more work than the others to consolidate what he had learned and I wasn't providing the work, though he might not have had time to do it if I had.

The tests were composed somewhat hurriedly—though out of many years experience with calculus students—and thus tended to vary considerably as to difficulty. The gradient scale from one test to the next was not always the easy path it should have been to keep the student focused on what he could do, but this was muted by the fact that when in difficulty the student could call on me or another student for help. Thus, where I had made the gradient scale too steep, I involved myself mostly in a lot of extra explanatory work.

One thing I would like to do but won't be able to for lack of facilities, is to develop special materials which could be assigned individually to students as the need arose. Some students require special briefing on a subject which is obvious to someone else. Sometimes I have my own viewpoints which I feel aren't adequately put in the textbooks but would be of use to my class. Some students need special motivational material which can best be given in the traditional inspired lecture form—the industrial uses of math, tidbits from the history of math, how general concepts used in math have been adopted by other fields, how a mathematician and a nonmathematician would look at the same nonmathematical problem, and so on.

Conclusion

My general feeling is that such a course as the one I've so crudely hacked out of the materials available to me has far more potential for development than does any course hog-tied to goose-stepping lectures. All a lecturer can do is learn how to give better lectures to sleeping students. Within the framework of a more flexible structure (which can include lectures) we could actually work out techniques—gradually, over a period of time—which give the student what he has to have in order to learn, leaving less and less to the hazards of his upbringing and prior training and the accident of his goals.

If the university ever breaks up its anti-educational structure and masters the creation of learning environments it may even find itself performing unheard-of functions like actually teaching its students how to acquire knowledge efficiently, quickly, and how to think and act with this material creatively in the interest of sensible goals. The appearance of dynamic, able men is mostly a matter of hazard today—of the student who has been lucky enough to have been in dozens of the right places at the right time.

Imagine a university world which creates the right places and the right times at the places and times where it finds its students. History is full of such revolutionary breakthroughs which have changed the structure of civilization.

This article was published in Contemporary Educational Psychology, edited by Richard M. Jones. Harper Torchbooks, 1966.

The cops: Who do they defend?

Monopoly One. Remember when you were a kid and you and your friends would spend hours on end wheeling and dealing in the game of Monopoly? And recall how you hated the guy who hoarded all the good properties like Boardwalk and Park Place, and there wasn't a spot on the board you could land on or where you wouldn't have to pay a fine and then get off?

The game has given much pleasure to all kinds of people, allowing them to make decisions which they are prevented from making in the society which the game reflects. For in the life-sized reality, these people, the large majority, are excluded from the circle which exercises moral, political and economic control. This is the actual face of monopoly, the consequences of which are very meaningful to their lives.

There are two fundamental differences between the game and the reality. In the game there is no need for anyone to enforce the rules; neither do the powerless agitate to change the rules.

Monopoly Two. There is another fundamental monopoly which is carefully guarded. The monopoly over the use of legitimate violence. This power is granted to only one body of men who are distinguished from the remainder of the population by their clothes, their training and their mentality. These men go under many games corresponding to the perception which the people who they interact with have of them. Cops, police, fuzz, pigs, occupation forces, protectors — all refer to the same men in blue. No matter what the label, their authority is widely accepted by the populace they regulate, a populace who, by their tacit approval and acquiescence, grant the police their powers. Unfortunately, and here is the nub, they do not control the police any more than they influence the agents of enforcement monopoly, the wielders of economic, political and social monopoly. These men make decisions for them not with them.

The concept of monopoly is anathema to democracy. One cannot have a working oligarchy at the same time as one professes to include all the citizens in the decision-making process. The emperor is parading around with no clothes and very few realize it, least of all the police. Indeed the cops when reacting against social disorder see themselves protecting the overwhelming majority from the violence of the disgruntled few. These few refuse to play the game of real monopoly by the rules of the winners and the cop is incensed. He feels morally impelled to spread his umbrella of order over society as a whole to snuff out the dissidents.

Unfortunately the cop lives a myth. The power which pins the badge to his coat lies not with the people but with the back room boys in Ottawa, Quebec, Montreal. These are the people he defends above all. Behind his shield transpires the wheeling and dealing of the "for real" monopoly champs, the St. James street businessman; as well as the distortion and dishonesty of the media, the hypocrisy of the courts which profess one system of justice but which practice two — one for the rich, another for the poor.

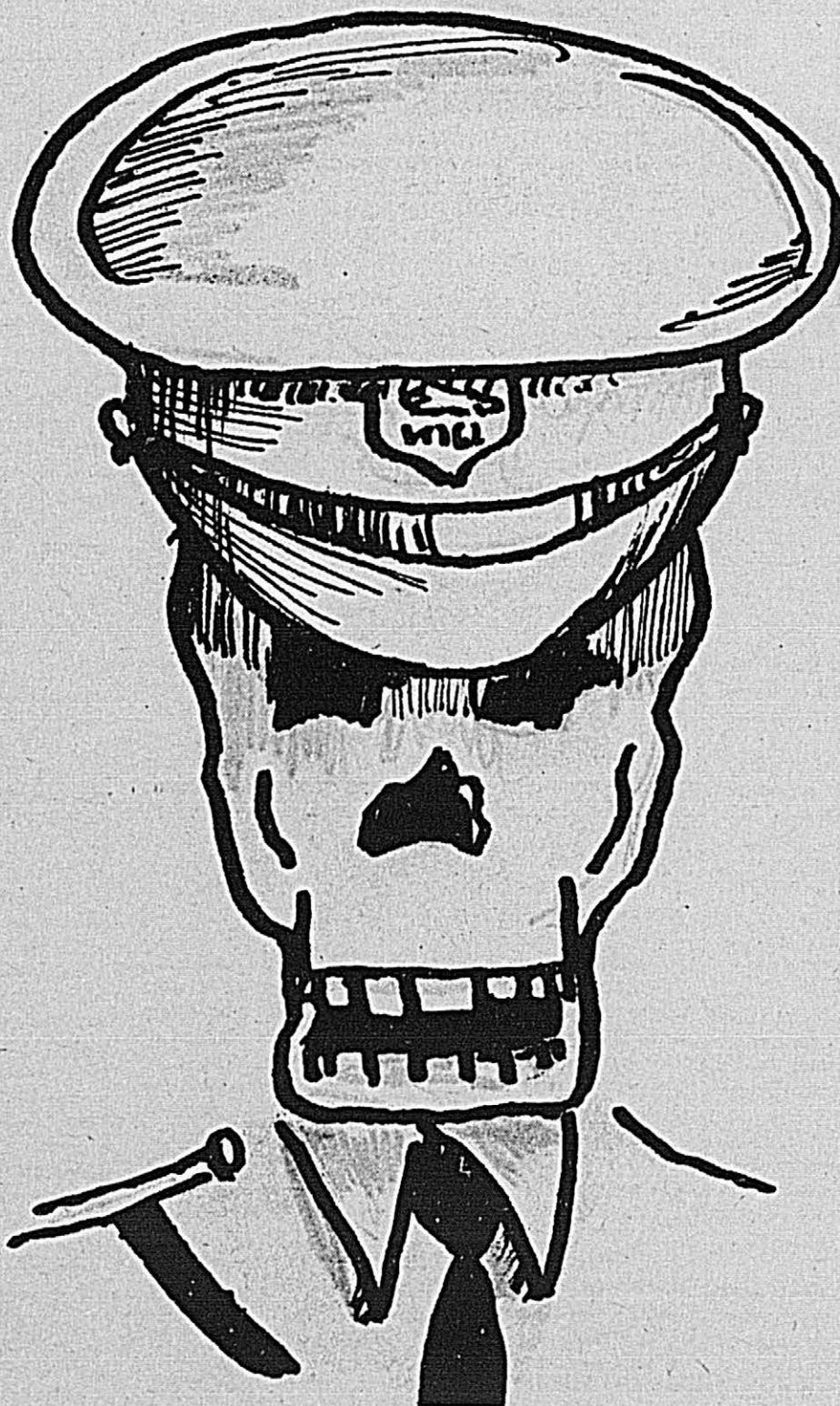
As the prestigious President's Report of the National Advisory Commission on Civil disorders states: "the police are a symbol of all that the powerless are against — assembly line justice, wide disparities in sentences, antiquated correctional facilities, basic inequities of the system on the poor, to whom, for example, the option of bail means only jail". And this is in a country whose citizens have superior safeguards in their dealings with the police than do the citizens of Canada. The incidence of the poor being excluded from counsel and being included in vagran-

cy is highly disproportionate to the rest of the population. The public protectors guard a selective rather than all inclusive public. Money is often the selective factor. Too many people are jammed outside of the shelter of the umbrella.

People do not like to be controlled and if they realize it they begin to break their rules. The policeman responds from a gut level; "violence must stop". He does not see how he is being used.

Social Disorder and the Agents of Social Control).

The policeman, in short, is caught in the crunch of social change. In Quebec this crunch is especially strong. The crunch began with the quiet revolution and the political awakening. Under the pressure, the exposure of the oppressive institutions gave impetus to much flailing about and agitation for change. The quiet revolution often betrays its name.



The ideal cop who defends every citizen impartially is a dead myth. And the joke is really on you.

"It is argued that when people are minimally involved in a social system and feel little stake in it, and where channels for the expression of grievances are absent or inoperative, violence is more likely. The decline of American Labor violence as the labor movement gained recognition is often cited as an example — the powerless have only the power to disrupt an unjust society. The violence is seen to have served as a kind of primitive political mechanism whereby minor concessions are gained, not unlike the almost institutional rioting in eighteenth century England..." (Gary Marx,

In response to this healthy flexing of the human spirit against authoritarianism, we see the other side of the crunch — the authoritarian muscling of the police. The policeman might be sympathetic to the dissenters if he were not impelled by his institutional mentality. He is, after all, the agent of the decision makers who trust to him a crucial part of their monopoly — that of violence. In responding to this trust he becomes a pig.

When the cop dons his garb, his ego undergoes drastic transformations. He is forced to maintain not only personal but in-

stitutional pride. A nasty remark which he would have shirked off were he wearing a civilian dress, becomes a major affront when addressed to him in uniform. In the eyes of the cop, the insult is not only an insult to him personally, but an insult to the entire force, indeed to the whole society.

Trivial taunts become colossal; to his own mind, the dignity of the force depends on his reaction. Thus the hapless and foolish taunter is retaliated against by action which represents the collective indignation of the entire force exercised by the aggrieved cop.

Minor incidents become threats. Taylor Buckner, a former cop, now a sociologist at Sir George, relates to his classes the policeman's possessive attitude toward his beat and the threat he perceives to his turf from congregating groups of kids. Both the kids and the cop regard the streets as their domain, even as their home. The kids dislike the cop because he drives arrogantly through their living room and the police resent the kids because they are clogging up his.

Given this sensitive police ego, it is not hard to see how the policeman might react to even the most peaceful expressions of political dissent. Rooted as he is in his self conception of keeper of the quiet, these manifestations of unrest pose a minor identity crisis.

"The true copper's dominant characteristics, if the truth he knows, are neither those daring nor vicious qualities that are sometimes attributed to him by friend or enemy, but an ingrained conservatism and almost desperate love of the conventional. It is untidiness, disorder, the unusual that a copper disapproves of most of all: far more even than of crime, which is merely a professional matter. Hence his profound dislike of people loitering in streets, dressing extravagantly, speaking with exotic accents, being strange, weak, eccentric, or simply of any strange minority — of their doing, in fact, anything that cannot be safely predicted." (Colin McInnes, Mr. Love and Justice, p74).

Therefore, the question of whom does the cop defend is partly answered by saying: himself, or at least that conception of propriety in the world which is unique to himself.

Certain conditions of threat more than others bring out the pig in the cop. When the cop patrols a district of mixed ethnic makeup, unified only by common immigrant status, a threat-saturated atmosphere is probable. His threat detector becomes highly activated, can over charge and go berserk. The slum dwellers, already alienated from their synthetic environment, from their downgrading jobs, from their hustling kids and finally from themselves, bristle with hostility as this baton wielding cop in crisp blue uniform struts down the street flaunting his authority and all the power which is unavailable to them. The kids themselves are ripe for social upheaval. Booted out by the pool hall owners, yelled at by the restaurant proprietors, they eat and sleep and breath rejection. Only the sidewalk offers facilities for human interaction. Until the cops come to shoo them away or haul them into the station.

To the cop however, a sidewalk crowd with its potential for conflagration and mischief is a threat to his power and control. Again his imperative is ego self-defence, but the cop doesn't speculate on consequences.

"In Plainsville county park a meeting of a hundred men under the auspices of the community relations personnel, was abrupt-

continued on page 13

This review is condensed from a 17-page press release put out by Apple Records, Inc. A critique of **The Beatles** by our own reviewer is on the opposite page.

To review an album which is characterized by the scope, depth and complexity of the Beatles' Christmas '68 release is a task which defies the imagination. In fact, it is commonly known that John Lennon has more than once said, "I bet Picasso... has been laughing his balls off for the last eighty years". John is implying that the sleekly packaged album can provide satisfaction for everyone and is the perfect holiday season gift.

The dual-disc album is, first and foremost, a major work of art. It has many layers of meaning; it must be consumed progressively, towards the core — **the succulent apple has become a bitter-tearful onion (a glass onion)**. The best we can do is offer a brief guide to the songs which provide the metaphysical underpinnings of the set. Our task is facilitated by the many hours of tapes made by the Beatles while they were planning the recording.

BACK IN THE U.S.S.R. — Paul in a musical critique of revisionism and liberal fascism and the decadent similarities between the two systems.

GLASS ONION — John, who said himself, "This cryptic anagram is the key to the whole... album."

HAPPINESS IS A WARM GUN — John, in a playful parody of social mores, including sex, violence, drugs, religion, commerce and comic strips.

PIGGIES — George, the only Beatle who is prepared to take a disciplined political stand, in a slashing attack on Daley's cops, inspired by George Orwell's **Animal Farm**.

ROCKY RACCOON — Paul, in a tribute to Dylan's insightful and highly relevant commentaries on the American Way of Life.

WHY DON'T WE DO IT IN THE ROAD? — Paul in a delightful satire of the fad which originated

with Federico Fellini of artists commenting on their own creative process.

I WILL — John in an answer to Paul's "Why Don't We Do It On The Road?"

HELTER SKELTER — Paul, in one of the many songs which point up his chief concern: the growing chaos and violence of Western Civilization, and the attendant decline in the quality of most pop music: "She's coming down fast/Yes she is/Yes she is".

REVOLUTION 1 — John Lennon in the second take of a song which was the subject of intensive textual analysis the moment it came out. When Paul's grandfather asked him "Why?" his only response was "I didn't really mean it."

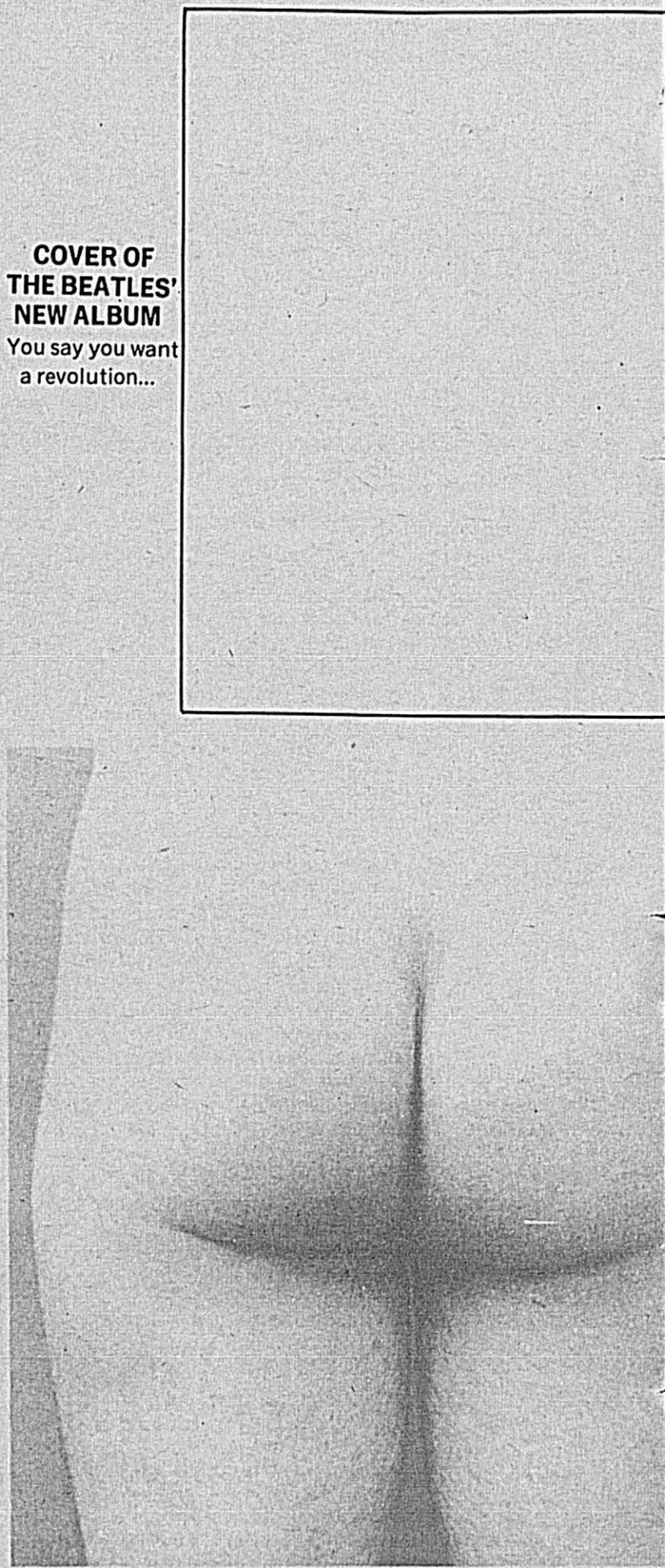
REVOLUTION 9 — The logical conclusion to "I Am the Walrus", a John Cage for the masses, beyond the eight-fold way, a merging of politics and art —

continued on page 11

The new Beatles

COVER OF THE BEATLES' NEW ALBUM

You say you want
a revolution...



album

The Beatles' latest album,
cleverly entitled
The Beatles (ho, ho),
comes in a plain white cover (tee, hee)

with
—bonus—
a song sheet with all the words to all 30 songs (groovy)
and
—special bonus—
BOSS GEAR COLOR PIX
OF EACH OF THE FAB FOUR!!!
That's very good.

Now you'll have something to look at when you get
bored listening to the music.

Sitting through the Beatles' new album is difficult.
You find you're not paying attention after the first few
cuts and you realize you're simply forcing your way
through the rest of the numbers.

Most people will make it. The Beatles have be-
come a habit, and addicts have to hear the new al-
bum. The fans and the critics are already starting
to praise it.

"The new Beatles album, you see, is — well, it
portrays the alienation, the disaffection, the hunger,
the, ah, up-tightness of society today...great, fan-
tastic...their best...poetry of the Now Generation...
rap, rap."

Maybe it's because I've had Hey, Jude and Revolu-
tion played at me out of every jukebox in town for
the last three months, but I find the Beatles, and
their new album, a drag.

I should have expected it; after all, the Beatles,
like every other rock group, are only in it for the
money. But I liked Sgt. Pepper's Lonely Hearts Club
Band, and I thought they could do it again. They
didn't.

The new album is a totally commercial product,
from the too-cute all-white cover (yeah, I know all
about extravagant album covers, but this thing is a
little obvious) through the pictures to the song sheet.

I could overlook that if the music, which is really
what an album is all about (that's not as obvious as it
seems; I have the feeling that a lot of United States
critics like the Small Faces' Ogden's Nut Gone Flake
because of the round cover on the U.S. release), were
more substantial, but that's not the case.

Sure, the album contains the typical Beatle-clever
lyrics and Beatle-bright tunes, and a few of the cuts
(especially the down-tempo version of Revolution)
are quite good, but most of it lacks the sense of mo-
tion that gives life to rock.

In fact, I find myself listening more to the Buffalo
Springfield's farewell work, Last Time Around, than
to the Beatles' creation. At least the Springfield record
has Steve Stills' super-fine guitar and vocals break-
ing through.

But the Beatles, more financially successful than
bands such as the Buffalo Springfield, are free of the
pressures which force other groups to create. A little
pressure, evidently, is a good thing.

Without that pressure, the Beatles have lost any
of the drive they ever had. Like a successful pro foot-
ball team, they've struck with plays that work, but when
the game around them changed, they were left behind.

Simple failure or refusal to change its style is no
sin in a rock band. How much have the great blues
men changed in the last 20 years? But continued de-

velopment is the only thing that justifies a group's
existence.

And the new Beatles' album contains, as they say
in the newscasts, no new developments. All the good ol'
standards are there, the historic Beatle styles and
the typical pop themes, but it's as flat as day-old
Coke.

At least one of those styles should be allowed to
die a quiet death. When I'm Sixty-four on Sgt. Pepper,
in its quaint, British music hall way, was a novel touch,
but similar cuts on the new album (Ob-La-Di, Ob-La-
Da) are simply a bore.

I get the impression, and other people have sug-
gested it, that the album is an elaborate put-on, a
(what does Time call it?) spoof on me, on you, on the
music of the Beatles and everybody else.

If so, the album is a waste of effort. If the Beatles
want to play little games, they should play them among
themselves, or have you already forgotten that they were
the ones who gave us the Maharishi?

With all this presented in a tight, well-produced
album, it's a little like Disneyland on wax. It's pretty
in some places, mildly interesting in others, but the
shadow of Mickey Mouse hangs over all of it.

And you know you have to pay to get in.

But those who lay down their money will be those
who are responsible for the Great Beatle Bummer.

For four years, their fans have unquestioningly
patronized the Beatles like spoiled brats, and this
overindulgence has had its effect on their work.

From the first flush of Beatlemania, the fans
have bought everything their idols have turned out,
and the critics (some of whom, like Ralph Gleason,
weren't even listening to rock before the Beatles hap-
pened) have repeatedly praised them as geniuses.

While groups such as the Buffalo Springfield were
turning out good material without turning too many
heads, the Beatles were almost casually feeding this
hungry crowd.

While other musicians were sweating to put some-
thing together that would please either the top-40
pimple-cream crowd or the more discerning listeners,
the Beatles were taking it easy.

They had a ready audience. They had a reputa-
tion. They had money. They had security. They didn't
have to try, and, after Sgt. Pepper, they stopped try-
ing.

Sgt. Pepper marked the conclusion of the period
they entered with Revolver. Revolver was the first
major album on which recording techniques were used
to create music which could not be reproduced in con-
cert.

Sgt. Pepper represented the development of rock
recording techniques to the maximum. If the engineer-
ing had been carried any further, the drive of live
rock would have been lost.

Once arrived at that golden point of sophisticated
rock, the Beatles could find nowhere to go, as shown by
Magical Mystery Tour and the current release. It does
not matter, however, to the Beatles; the fans will buy
the new album, as they have done before.

But if we've lost the Beatles, we still have others
to move us. Dylan, for one, carries on miles above and
ahead of everybody else. And the Rolling Stones have
turned off Pepperism and are heading back to the
blues.

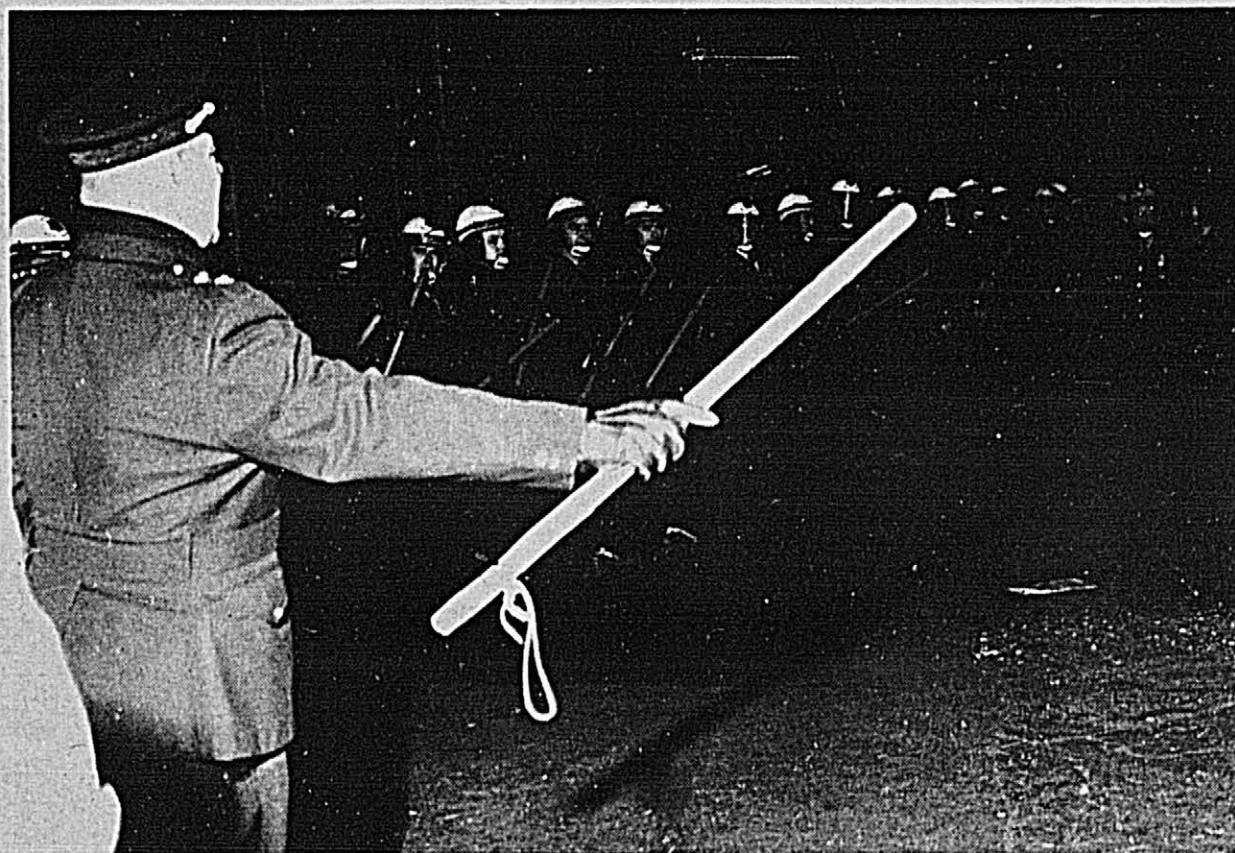
continued on page 11

JOHN LENNON

As Yoko Ono
sees him

continued from page 2

One tired man complained, "What the fuck do you want?" The cop put him down for nine violations.



DISCIPLINE: Is what maintains an effective police

parcel. They left the car and hid. Fifteen arrests were made that day as people tried to break in.

Cops can be classified into two categories: the legalistic and the watchdog. The former is an active man who enforces his stringent codes. He watches for laws being violated and keeps track of suspicious people. The latter acts as a symbol of authority and aid. He walks around checking doors, looking important so that people know he's there.

Nerves become touchy with time. Any harassment can cause a tired man to explode. One man was stopped for speeding. He complained to the cop, "what the fuck do you want?" The cop put him down for nine traffic violations, including one citation for refusing to sign for the eight charges.

The burden of violence in society is handed to the cops. Their days are filled with drunks, riots and murders. They must be responsive not only to their own judgment, but to their police superiors, politicians and every voter who pays their salaries. Few men want to have such a job monopolize their lives.

So the ex-military men move in. They are accustomed to and prefer being told what to do. They can continue to wield the brute force which was an integral part of their former role. Recently arrived immigrants join too. They want to contribute to their new society. They assume that a good citizen contributes by upholding the existing order. They can feel an unusual freedom by being a force in so-

continued on page 11



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Interior Decorating Contest

The Internal Affairs Department of the Students' Society in cooperation with the Maisonneuve Vending Corporation is sponsoring a contest to decorate the Union Coffee Shop.

We plan to open a Coffee House and Discotheque to operate on week-ends and holidays.

It would be the task of the participants to try to improve the environment through mobiles, posters, lighting and various other interior decorations.

Entries will be judged by qualified members of the School of Architecture and the Department of Fine Arts.

All materials will be paid for by the Students' Society.

The prize will be free meals in the Cafeteria for three (3) months (value \$90.00).

If he is of the opinion that Murder is required, he may play the game and shoot.

Beyond this, one need only add that we are now in a period of social agitation for a more relevant and human social order. This agitation will not stop. If the cops continue to concentrate their efforts into playing Counter-revo-

continued from page 10

These man don't have the education to view conflicts as anything except simple disregard for the law and disrespect towards themselves. The constable has no strong views which he could articulate. He is ready to be molded by continual experience and by the opinions of his fellow cops. The law becomes his armor. He defends himself before threats with the only values he has known. Because the books says so, he is right. He has not the time or opportunity to develop another perspective. When antagonized, he becomes reactionary and fights back.

Anyone really concerned with renovating or restructuring this sick society has to examine today's protectors of the people. Cops generally do not come from integrated social backgrounds. These general classifications, the ex-soldier, the immigrant, the 839, are recognizable to most sociologists who have studied police in depth. If the cop feels no personal involvement in his first few years, he will soon, when every segment in society has representatives against him: blacks, poor, workers, students, even middle class whites in peace demonstrations. The law is defied in his mind because it is his moral justification against these groups. The transformation from the young constable 839 to a battle-weary pig is almost inevitable as it is part of the intricate sociological process imposed by a malfunctioning society.

ciety as well as keep their new-found share by upholding the status quo. Then there are the men, like 839, who just want a job with security.

Cops are not born; they are created.

PAT SYLVESTER

lution and other related games instead of attempting to evaluate the problems along the lines of social need, they will eventually succeed in forcing an internal social cataclysm of major proportions.



The game of Patsy as portrayed by a leading magazine.

He is taught to find the simple answers: Is it against the law or not? Yet the role choices he must make every day are not simple and he can be easily confused. Even the law is not absolute as he discovers when his superiors play Patsy with him.

by further demanding that they play Boy Scout in some cases in others Man of the House. The cop, with little education, adopts Cowboy as a protective guise within which he can feel secure and important. And, with little or no political socialization, he is easily trapped into playing the more vicious establishment games: Counter-revolution and Murder.

The description of all these games hopefully adds a further dimension to your understanding of the anatomy of a cop: what he is expected to do, likely to do, and why. But the point remains that no sane human being should allow the only people who have the legal right to kill to play games with him. No sane society should give undereducated,

underpaid, undersocialized people so many dangerous games to play and then hope they make the right decision in each instance as to which is advisable.

So decide now if you like the roles the cops assume, the games they play. If not, it is time you began re-writing the rules.

BRUCE COVERT



Photo by Morrie Altmejd

WHAT MAY BE OUR END: are you willing to face this?

McLennan Library Move - January 10-20

Limited Services Available in Redpath Library During This Period

NEW McLENNAN LIBRARY OPENS TUESDAY, JAN. 21

<u>Interim Hours</u>		<u>Undergraduate Library</u>	<u>Redpath Hall</u>
Friday	January 10	8:30 am. - 5:00 pm.	8:30 am. - 5:00 pm.
Saturday	January 11	9:00 am. - 5:00 pm.	9:00 am. - 5:00 pm.
Sunday	January 12	2:00 pm. - 9:00 pm.	2:00 pm. - 9:00 pm.
Monday	January 13	8:30 am. - 11:00 pm.	8:30 am. - 6:00 pm.
Friday	- to January 17		
Saturday	January 18	9:00 am. - 5:00 pm.	9:00 am. - 5:00 pm.
Sunday	January 19	Closed	Closed
Monday	January 20	Closed	Closed
Tuesday	January 21	Closed	Closed - McLennan Library open 8:30 am.

There will be over 600 study places available during the move in the Undergraduate Library and in Redpath Hall.

● Loan periods for reserve books will be extended prior to Jan. 10, as the Mezzanine Reserves Desk will be closed during the move. The Undergraduate Library, however, does contain a copy of each reserve book.

● Stack Reserves, accessible through the Lower Undergraduate Library, will remain open.

● The 98 desks for graduate students who are writing theses together with their books will be moved into the lower Undergraduate Library so that they may continue to meet their theses deadlines.

● A microfilm reader will be placed in the Lower Undergraduate Library for those who may require it.

The Freshman Reserve Collection will be available in Redpath Hall.

For the period of Jan. 10-21 all other services will be suspended.

Full services will resume Tuesday Jan. 21 at 8:30 am. in the new McLennan Library.

(Continued from Page 8)

thus has John described his final statement on Revolution. To quote him directly, "It proves what we've always thought about a lot of so-called art. It's all a lot of shit."

The Beatles, along with Leonard Cohen and Bob Dylan, have proved that members of ethnic minorities can make it in the pop world. But even more important, they have shown that class mobility is still a factor to be reckoned within the western world. Their new album is a triumph of the will, a taste of good things to come, and retails at \$12.50 at record stores everywhere.

Buy it and listen.

(Continued from Page 9)

There are signs that other groups are breaking out of their awe of Sgt. Pepper, an album which had every band from London to Los Angeles scared into over-production.

Recent releases by the Band, the Byrds, Butterfield and the two outlaws of electric blues, Mike Bloomfield and Al Kooper, lead me to believe that some people, at least, have kept their heads together.

Maybe things are gonna be alright.

I hope so.

I couldn't take another record like Jimi Hendrix' Electric Ladyland or Jefferson Airplane's Crown of Creation.

DON MACPHERSON

Miles Davis at the Black Bottom

If you've got the dough - dig

by Mike Boone

Miles Davis, probably the best trumpet player in jazz, is appearing through tomorrow night at the Black Bottom in Old Montreal. His talents are overwhelming and he should not be missed, but a review of his show must cover not only the music but the hassle the club puts you through. Great music, combined with an economic screwing, leaves one with mixed feelings about the evening.

Miles Davis, as mentioned before, is among the world's great jazz men. It was the first time I'd seen any good jazz in live per-

formance and I had no idea what the band was doing. The music, however, was superb. Davis' side men are professional and excellent, delivering a solid performance while seeming to be bored stiff by the whole affair. Tony Williams has been playing with Davis for years and his drumming made most rock drummers sound terribly irrelevant. Williams was complemented by Chick Corea, who plays good electric piano, but solos were less than overpowering. Bassist Dave Holland was a real treat and his solo work on the last tune of the set drew a long and loud round of applause. Most solo material was done by Davis and Wayne Shorter. Shorter plays beautiful tenor and soprano sax. The occasions on which he and Davis played together were particularly exciting. Miles Davis did about 10 minutes of soloing in the set and his horn playing belies his reputation as an angry not-so-young man. His solos reflect more of a subtle, intellectual mood than an angry, violent statement. He's still playing "cool" jazz and playing it fantastically well. When he's

not soloing, Davis wanders aimlessly through the club. You get the feeling that he'd rather be home in bed.

Getting a great talent like Miles Davis is quite a coup for the management of the Black Bottom. There are, however, some sad economic truths involved in the situation. Miles Davis, I would presume, comes rather expensive and the Black Bottom is a small, intimate club. What this means for the customer is tickets at \$5 per set. Checking your ragged outerwear is a quarter, and a kindly soul will give another quarter or so to the man who takes you to your table. Incidentally, unless you're sharply attired and look like a big tipper, you'll get a crummy table in the rear. Drinks, of which you're obliged to purchase at least one, cost \$1.50 plus tip. So by now you're up to \$7.50 a head and more if you're thirsty.

Each show lasts approximately 45 minutes and then you're invited to either buy another admission ticket and start the cycle over or depart. In short, this is a bit more expensive than Saturday

(Continued on Page 15)

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continued from page 7

The kids these cops deal with do not find any horror in the threat of prison. Jail could be no worse than their present condition.

ly terminated by county police, who said they could not meet in the park without a permit. This incensed the young men. Within an hour violence flared". (David Marx).

The Montreal police have their share of gang phobias. A few months ago, a corporation was created in the Park Extension district which hopes, through a newspaper, the building of a recreation centre and the organizing of creative activity, to forge a sense of community among the people. Until more permanent accommodation could be obtained, the organizers met with a group of kids to kick around some problems and develop future projects. Two detectives walked by and sensed a threat. They entered the garage and demanded to know the nature of the meeting. After being given the information, they admonished the kids to behave themselves and keep it quiet. Erich Fromm wrote that man tries to transcend his creature status by either creating something himself or by destroying. Policemen, it seems, encounter difficulty in ascertaining whether a group is engaged in the latter or the former.

Occasionally, a progressive police department will embark on a let's-get-to-know-the-community programme. Only their mentality gets in the way.

A year and half ago, the Montreal Police Department revamped the youth aid division in order to integrate its men more fully into the life of the communities they patrolled. According to Capitaine René Mongeau, director of the division, the aim of this programme is to put the police in a preventive and rechanneling role rather than in a suppressive one. Among other things, Youth Aid Cars are especially marked; policemen organize youth groups, dances, christmas dinners, bike rallies, classroom talks, slide shows and television

talent spots. Policemen, to qualify for the department, must write a thesis on some aspect of youth; and attend classes led by sociology and psychology professors. The policeman as pal is best exemplified by the Youth Aid Division. All in all, it's a pretty progressive department except for that creeping mentality.

The trouble is that most cops have not yet discarded the Protestant work ethic. An officer in Park Extension verbally blasted a boy on a street corner, telling him to get a job, come home at five o'clock and do something useful afterwards like watching TV. In this aspect, the Youth Aid Division is no more enlightened. The Policier-educateur, when he visits a school, is instructed by his handbook to say: "before you know it, you who sit in your desks will be sitting at the University and will enter your lifetime career. You know, as I do, that a job requires work, courage and sacrifice (emphasis mine).

Directeur Mongeau is particularly proud of the way his department handles kids who gather on the sidewalk and obstruct the pedestrian thoroughfare. Instead of issuing an authoritarian dictate to scam, the cops treat the kids to a booklet entitled "You and the Law" which they must read and on which they must write an essay to be delivered to the police station a few days later.

a "misunderstanding of ideological realities".

As long as the policeman defends the elite forces which he does, he will not escape the crunch of social dissent. Only when the police join the community in militating for better housing conditions, self actualizing education, fairer economic distribution and diffusion of decision making power to give the people control of their own lives, will they begin to provide real public service.

One step in the right direction would be to create a special grievance section of the police department with offices in every community and with little bureaucracy to hinder the filing of complaints.

Another setup would be to place citizens on the police review boards, have the aggrieved present and the hearings held in the open. These are policies which are so obvious that they were even recommended by the US Advisory Commission on Civil Disorders and favored by Capitaine Mongeau and Maxwell Cohen. Police Director Gilbert, however, doesn't like the idea.

In the leaflet from which the school lectures were taken, the life which awaits the criminal in prison is painted in uninviting hostile colors. "Prison means removal of liberty. One is told when to do something, where to go, how to act. He is condemned to solitude and boredom." To many kids on the street corners, this is no gruesome prospect but only a more or less accurate description of life as they know it.

RICK LEVY

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Photo by Nick Deichmann
Although the Youth Aid Division of the Montreal Police Department is comparatively progressive, the cop mentality still persists.

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YESTERDAY

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(Continued from Page 12)

Miles Davis at the Black Bottom

night at the movies. It's regrettable that special shows weren't set up for the starving student element but it's understandable. If the Black Bottom is going to bring in top talent somebody has to pay for it. As usual the music loving proletariat loses.

One of the major factors contributing to the musicians' air of sleepy disinterest was the make-up of the audience. Jazz, which once upon a time was the music of the poor, has become the privilege of the rich. The majority of the crowd was composed of nattily attired fat cats, drawn thither by I know not what. The big tippers and booze consumers displayed little in the way of enthusiasm, beyond clapping

at the right times. The band had little rapport with the audience and responded, quite predictably, by playing fairly well with just enough enthusiasm to make the average chartered accountant think they were really cooking.

Jazz has sort of become hip since Hugh Hefner incorporated it into the Playboy syndrome. You know the scene: penthouse "pad", Chivas Regal, tall blonde with 39" all-day suckers and Miles Davis on the \$1000 stereo. Getting laid to good music has caught on with the bourgeois "swinger" element. Musicians like Miles Davis can't be blamed for making a buck where they can. And jazz men do less pandering to their audience than the Ga-

ry Puckett school of rock hucksters.

And speaking of rock hucksters... another screw-job is the situation in the Union coffee lounge. Perennial Union waffler and music critic John Crenson feels that most of the records on the jukebox reflect the worst in musical taste, i.e. schlock rock. After the 18th consecutive hearing of Junior Walker bleating his misguided way through "Hip City", the listener feels the symptoms of acute brain-wash. It's hoped that the powers that be will make an effort to get some decent sounds into the machine. Some nice jazz and blues would go a long way toward helping the place shake its malt shop image.

C.U.D.L. Happens

The Canadian University Drama League (C.U.D.L.), the only organization of university drama in Canada, is again sponsoring its annual festival of one act plays. The regional competitions are presently taking place in twelve areas across Canada, and from the winners of these competitions a national winner will be picked at the national festival in Waterloo.

The regional festival for the Montreal area is being held today and tomorrow at the Sir George theatre in the Hall Building. There are a total of five entries — three from McGill and two from Sir George, and from these a winner will be picked to represent Montreal at Waterloo, Feb. 10th to 15th. The winner at Waterloo will represent Canada at the 13th Annual Festival of Undergraduate Drama at Yale in the spring.

Genet's *Deathwatch*, directed by Errol Sitahal with Ian Osgood and Tony Tremblay; a Brecht parable called *The Man Who Said*

Yes, *The Man Who Said No*, directed by Guy Sprung with Rona Altrows; and *Renegade in Retrospect* by Frank Parman, which was directed by Jeannette Kuchinsky. Sir George is presenting Arthur Kopit's *Chamber Music* directed by Daria Kiperchuk with Penelope Burk and Holly Nish; and *Woyzeck* by Georg Buchner which is directed by Joel Greenberg with Joerg Adee and John P. Hardy. Both of these were presented earlier this year at their theatre.

The festival is open to the public and there is a nominal charge of 25 cents for one play or 75 cents for the whole festival.

SCHEDULE

Friday 12 noon *Deathwatch*
4 p.m. *The Man Who Said Yes, The Man Who Said No*
Saturday 4 p.m. *Renegade in Retrospect*
7 p.m. *Chamber Music*
8.30 p.m. *Woyzeck*

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Artwork by Nick Deichmann, Danny Roden

The term started September 19, but for the Daily Staff, the beginning was at about 12.30 on the morning of September 26, when Mark Starowicz was appointed editor after about six months of various stages of in-fighting... before that, the campus was served by one "McGill Free Press" produced by two editors and person or persons unknown to this very day... besides the Daily affair, the Free Press era saw the final stages of the fight for student representation on Senate: eight students now sit on an expanded Senate, but that doesn't mean any sort of effective power in the decision-making apparatus at this institution... eight students are still only a voice.

Things started to move after the Daily thing was cleaned up... Daniel Johnson croaked (Union Nationale chiefs always croak)... Racism charges flew thick and fast on the frat front, but it turned out that most people on campus just couldn't be excited about an institution which should have been abolished along with hazing... The Arts and Science Undergraduate Society pulled its reps off a faculty committee to study student participation in faculty government after it found out that they were not going to be accorded any sort of vote... Eldridge Cleaver was being harassed (again) by Ronald Reagan, and for a while it looked like UCLA was ready to go again...

Then came the attack on the departments... student demands were all basically the same (a say in departmental affairs such as hiring and firing and curriculum)... English, Architecture, Sociology, Anthropology, Economics, History, Philosophy, Physics, Social Work, French, and a class in fifth year Engineering all came under attack to some degree or another... o yes, and Political Science.

Right after the organization at the departmental level started, it was overshadowed by another in a continuing series of crises in Quebec education... the story of the CEGEPs has been told a million and one times, but a million and two won't hurt: basically, CEGEP (a breed of junior college set up two years ago) students were dissatisfied for two reasons: the ones studying to go on to university ("the academic stream") weren't going to get into university because there weren't enough places, and the ones studying to get

good jobs ("the technical stream") weren't going to get good jobs because there weren't enough jobs. When Education Minister Jean-Guy Cardinal announced a decrease in loans, the CEGEPs revolted... It started at CEGEP Lionel Groulx in Ste. Therese, and spread until over half of the province's twenty-three CEGEPs were involved... in the middle of the whole mess, Students' Council (which by the way missed getting a quorum a total of four times this term, which must have set some kind of record) called on Senate to take a stand on the situation, and to do so in an open meeting.

So Senate met, and met in open session. Students' Society President Robert Hajaly presented the motion passed by Council, and then left to go to an open meeting on constitutional amendments, leaving senators with no one to direct their venom against... it was an extremely uncool thing for Hajaly to do, and he should have been publicly crucified for it... In the end, what Senate passed was what could generously be termed a watered-down edition of what Council passed: if one wanted to be anti-generous...

The CEGEP mess was settled after a gigantic march through the streets of downtown Montreal. Estimates of the crowd varied from 3,000 from (CJMS, the French equivalent of CKGM when it comes to student-baiting) to 7,000 (The Gazette) to 7,500 (The Montreal Star) to 10,000 (La Presse, the CBC, and the McGill Daily)... they all massed on the McGill campus and marched by the Administration Building before paying their respects to the rest of the city... the basic causes of the unrest remain, and the CEGEP revolt did show an awful lot of people just exactly where the government is at vis-a-vis education... it would be very surprising if the second French language university which the CEGEP students demanded and got were to be any sort of success at all if it even gets off the ground... The whole thing could happen again unless the government improves its educational policies.

Other things were happening too... Sir George gave students eleven seats on its Senate... the Tripartite Commission, set up last year to investigate "the nature of the university, its function, its qualities, and its values" (and to cool frustrated students) looks ir-

retrievably split, but that's not really news... there was another Course Guide "scandal"; it seems every time a course guide is produced, the money ends up going the wrong way... John Ross Brad, the chairman of Noran, got an honorary degree from the Gazette said "Gazette is a Southam", and the Star said "Southam buys Gazette"... we had a thing called Rendez-vous '68 and 100,000 people were supposed to come and see what McGill is really like... McGill is guides at every door to help you where you want to go... McGill is red and white ribbons flying from every lamp... McGill is a day's holiday for those "tag-alongs" - the students... anyway, nowhere near 100,000 people showed, and probably all the better because now they don't know what McGill is like...

We had the first open meeting of the new Senate, and the same day the Daily had tasteful and not-so-tasteful pen-sketches of prominent senators but October 31 was one day too early for a November crisis, so the whole thing blew over... we had two new constitutions defeated at the polls because not enough people showed up to even make the voting valid... the residents marched in front of the "Visitor" to the University - Governor-General Roland Michener for better food... René Levesque, Réal Caouette, and David Lewis came to speak on "La Question Nationale"... Students' Council, on one of the times it met, approved setting up of a 350-unit co-operative residence... UGEQ (l'Union Générale des Etudiants de Québec) lost its president... and the political Science Association occupied the fourth floor of the Leacock Building to get what faculty was refusing to give - a say in hiring and firing.

The Political Science strike and occupation was the highlight of a long term, which saw students gain a lot of what they wanted at the departmental level, although in some cases (notably that of Political Science) they came far from their original demands... the occupation also proved that the Daily does retain an audience outside McGill... when the Daily ran a feature article on the thirty-third anniversary of Warsaw's, Warsaw's promptly sent forty apples to the occupation... Ben's by the way, added twelve chicken sandwiches...

The end of the term saw one large question mark in the future of education in the province, and in the future of McGill. A plan for setting up an English-language CEGEP network was finally emerging, but like all matters educational around here, it was anything but final... we had a week-long confrontation here, but at the University of New Brunswick, it lasted two months... Raymond Lemieux made his first appearance on campus in mid-October when he held a Hyde Park and called the educational system in the province racist; Lemieux, the head of the right-wing Mouvement pour l'Intégration Scolaire which used its control of the St-Leonard School Board this fall to eliminate English-language instruction for first graders, said McGill would be all French within fifteen years... He made his second appearance on campus a week ago when the riot squad was called to the campus to get eleven of his more fervent supporters out of the administration's data center... it was the riot squad's maiden appearance on campus, and for a while, it looked like they were going to accomplish a Canadian first - a double bust (MIS and Political Science occupations).

Danny Roden

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The art of giving

by Willa Marcus

Ah, Christmas. The tree, the presents, the turkey.
The laughter and gaiety of THE day.

Many people however, never get to enjoy our prized holiday treats. They are not as lucky as we are. So, in the past, well-thinking church groups, Women's Auxiliaries and radio stations, have remembered the poor for this one day. They have collected donations from their members or listeners for a turkey and all the trimmings and nicely wrapped household trinkets, books, old dolls, decks of cards, little pieces of ribbon—all sorts of things which we are fortunate enough to have while the destitute go hungry.

Certainly one of my fondest memories from grade school was watching the big stack of goodies for "our poor family" pile up.

One year, I was one of the three students chosen to deliver the presents and I shall always remember the embarrassed blush of delight on the lady's face when she came to the door. I shall always remember the smile on each of the five children's faces when I put the big cardboard box in the small living room.

"Oh, goodie, yippee."

And the mother, tearful, "Thank you Miss Marcus (it was the first time anyone ever called me that). My class just clapped when I told them how very happy the family was. So happy.

But this part of Christmas—giving to those less fortunate—threatens to become but a lovely childhood memory: The number of destitute families in the city is now almost negligible. In the last five years, according to a recent WMBS survey, the number has fallen 4.35% to a rock-bottom low of 1.01% of the population.

The number in this group, as I said, has declined, while the demand for them—from church groups, radio stations, schools, even companies—is on the rise.

Surely there must be some way of preserving the Christian tradition of giving to unfortunates.

Perhaps my proposal is the solution: it has bugs, I know. And there will be opposition from many respectable quarters: I know that, too. But I wonder if it isn't the best way to keep up this proud heritage.

Why not a pauper renting service? An agency dedicated to searching out those who are destitute, since I'm sure not all those really eligible have been dug out. In addition, it could appeal to families not destitute who habitate the appropriate areas to accept the Christmas baskets and compassion so many of us are so eager to lavish.

Before the critics jump, let me go through the advantages one by one.

First, it would maintain this important part of the holiday spirit by supplying women's clubs and the such with a family. Why, just the other week I heard one of those afternoon CJAD commentators mention that her church group "always wanted a poor family, but didn't know how to go about getting one." Certainly a professional well-organized agency would balance the demand with the supply.

Second, because most of the IODE chapters, Kinsmen and Canadian Legion groups which request the families are of moderate means, they could well afford to pay for the service. So the Agency, a full-time year-round operation, could afford to salary several people thus helping to channel the idealism of some of our young people into constructive projects.

And third, by searching everywhere for the destitute, fewer impoverished families would be overlooked (as they most likely are now with the haphazard selection methods). In addition since the number of families available would be less than the market demand, simple poor people could be given a small stipend for their time on Christmas day, the money coming from the Agency's professional fee.

How would it work? Needless to say, most of the technical details still have to be worked out. But let me propose one alternative:

In October, the Agency, having worked hard all summer compiling names, could publish a book with thumbnail sketches of prospective families, much like the magazine notices for "Care" with the picture of little Liu Pu Yang or what have you. She's standing beside her house and the paragraph beside gives a brief biography of the family—father dead or crippled; mother working hard fifteen hours a day at menial labour; ten sisters and brothers, each one's story more touching than the one before.

Here in Montreal the pictures could be in colour and the paragraphs more extensive (and bilingual).

Perhaps the operation could be successful enough to enable the Agency to rent premises and arrange for the donor and recipient to meet beforehand. Who knows, the Agency might be such a success it would be able to rent multi-floored offices and pay the poor families to go on display, so the prospective clients could pick and choose with care.

This last point is, perhaps, idle thinking. But it is nevertheless the ultimate answer: for by making these into professional poor people, so to speak, the Agency would be helping them find occupational fulfilment. Yet that festive spirit of giving to the poor, so integral a part of the Great Holiday, would be retained.

SINGANDANCE NOËL I

The First all-chaplaincy Christmas party at

Newman Center

3484 Peel St.

Saturday

December 21

8:00 pm - Convene at Newman to go carolling

9:30 pm - Come back to Newman for refreshments
(sherry, egg nog, fruit punch, sandwiches, cookies) and dance.

Admission \$1.50 per couple, \$1. single.

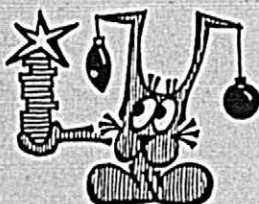
CAMP B'NAI B'RITH CAMP WOODEN ACRES

LAURENTIAN FRESH AIR CAMP

SUMMER EMPLOYMENT FOR:

COUNSELLORS
SECTION HEADS
C.I.T. SUPERVISORS
WATERFRONT
HIKING & TRIPPING
ARTS & CRAFTS
MUSIC & DANCE
KITCHEN MANAGER
PIONEER COUNSELLORS

APPLY

JEWISH COMMUNITY
CAMPS6655 Côte des Neiges Rd.
Rm. 260 735-3669xmas
lapinettelapinette demonstrates
her garnished funds
which she has just
garnered gratefully.

tuning in, loanwise.

lapinette mails early,
but forgets easily.

bank of montreal

**campus
bank**put a penny a day
in your TCA;
have \$3.65 by
next xmas!!!!

lapinette awoke with a start. "by jingles" she said ringingly, "it is december already, which means xmas, which means gifts, which means money," thus demonstrating the value of her seminar in logic.

which means a hop over to the campus bank. otherwise this ad. would be paid for by a company that sells logic instead of greenbacks.

now lapinette's supermanager was only too hoppy to help. they garnered some funds from her True Chequing account: enough to send a chocolate carrot to all her pals.

the manager then reminded lappy about her second-term loan forms.

she promised to mail hers in.

Won't the manager be pleased to receive a tasty chocolate carrot?

Won't one of her boyfriends be surprised to receive a loan form.

mansfield & sherbrooke streets branch
david w. yuill, manager
open 9:30-5 Monday to Friday-

Art hot off the assembly line

Original oil paintings. Mass produced, slickly advertised, soft sold.

That formula has made the owners of the expanding chain of Schertle art galleries very rich men.

Open only ten months in Montreal, the two downtown galleries — in Place Ville Marie and on Sherbrooke Street West — have through radio campaigns and newspaper advertisements attracted publicity and money.

Money. That's the key to the operation. Says one Mr. Cowie, Vice-President of Sales: We are in it for profit. We cater to the unintelligent public which doesn't want to sit in front of a picture for hours and wonder what it means."

So Schertle contracts struggling art students to produce twenty paintings a week, at "a certain standard." That "standard" usually means a slew of pictures all with boats at sea, or autumn trees or young girls — each differing slightly.

For example, a painter will be paid to do fifteen landscapes of snow covered trees and a road, assorted sizes with minor variations.

How are they priced? Mainly by size, but Mr. Cowie adds: "If an artist does five landscapes but puts horses in one or two of them, those two will be priced higher."

The company makes no pretense about being in the business for anything but money. Besides Mr. Cowie, whom we met at Place Ville Marie, a saleslady in the Sherbrooke Street branch answered our queries about well-known artists with: "All our painters are relatively obscure. This is quite a commercial venture. Perhaps you belong down the street at the Klinkhoff Gallery or the museum".

Schertle does, however, offer a rationale: even though profit is their prime motive Mr. Cowie says: "We are philanthropic, too, because we keep struggling artists in money so they can buy materials to pursue their work."

He claims their artists, from all over the world, make between \$40,000 and \$60,000 a year.



Noted art historian and director of the Dominion Art Gallery Dr. Max Stern deplores "trash painting."

"Our artists can't afford to slow down. And they can't afford to go below the standards we set."

The whole thing might sound crazy, but since the operation began 5 years ago in Philadelphia it has opened 137 stores around the world. The chain has 34 in Canada, in Montreal, Toronto, Winnipeg, Calgary, and will have 50 by February.

Schertle got its start in this city at Terre des Homme last summer. Prices were much lower (averaging \$12-20, as opposed to their current downtown prices which now average \$130-180). Although sales weren't good, the idea "was to get the concept of Schertle across."

One third year McGill student who worked there give another view of the galleries.

"I learnt about their operation slowly", he said, bitter yet hardly suppressing a laugh.

"Each time you sold a painting you took the file card off the back of the painting and wrote down the number. That way the warehouse knew the type of replacement to send the next day."

The warehouse is located in Sherbrooke, about 90 miles southeast of Montreal. According to a McGill student, an art fan, it must be "gigantic", as they transport the paintings to the stores in huge vans "like Steinberg's trucks."

He said the art seems to appeal to business men "who want to decorate their office walls and couples who want original works of art for their homes."

"Customers really like the paintings done with a palette knife. They can feel the thick paint so they know it's real."

He said that over the summer he came to understand what the business was about.

"The real money is in the franchises. The company, for a price, will set up an art gallery for a franchise-holder. Then of course, the store buys all their pictures through Schertle."

He said one franchise holder from a different part of the country came into the store saw one of the pictures (they are hung side by side on the walls and stacked on the floors) and commented: "Hey the warehouse has twenty just like that."

When the student got the job, at the same time as another McGill student, (the latter in Fine Arts) they weren't told anything about the artists. When the Fine Arts student asked what she should if queried about the artists, a supervisor replied, "Use your common sense."

Gradually, however, they found out little tidbits about the painters. Apparently, quite a few go under pseudonyms, many of which are adaptations from more famous names.

Another technique for the painters — a method more prevalent in Europe — consist of several

artists gathering together and doint one piece of work. In a still-life, one artist would to the decanter, one the oranges, etc. Word is that the individual artists become really quite proficient in their particular area.

One artist, Homer, according to the information leaked to the

by
**Willa Marcus
and
Sheryl Taylor-Munro**

two summer employees, is an Italian artist who paints with his thumbs. He can't stand working alone so he paints in a square in Rome with passers by watching.

One of the students said the most shocking thing all summer occurred when a small boy of "Ten — twelve at the most" walked in and asked if the manager was around. When the girl said no, but could she help, the boy replied "Nah, I just came to give him the rest of the paintings I sold him."

The permanent downtown galleries, are better equipped. They keep catalogued biographies of the artists.

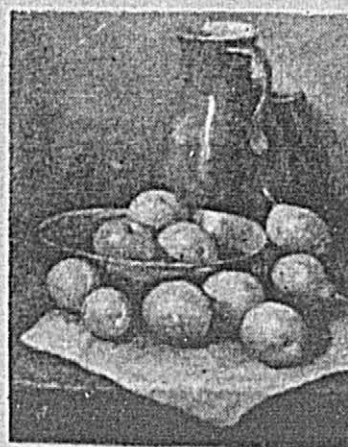
When we asked for background on a certain indistinguishable signature we deciphered as "Brouwer" the saleslady proudly informed us, "Which Brouwer, The Elder or The Younger, we have two?"

It seems the senior Brouwer, born in 1935, is European. The Younger, born in 1943, is active in the "knowledgeable art community" in San Francisco.

Mr. Cowie was quite open about the use of pseudonyms.

"Take Langevin here," he said pointing to a 24 by 36 inch canvass which depicted an altar with several bishops praying. "He does most of his work under that name. But when he does something really good, he signs Paul Viau."

Langevin is one of our best, he added, indicating five or six



The most popular works at the gallery are those done with palette knives and lots and lots of paint. Then the clients can touch the merchandise and know it's an original painting.



The Black velvet Spencer Tracy pictured above is one in a series which sell at the Schertle gallery for a flat rate of \$400. Plus the cost of the frame.

of his other works.

"And we just found a great landscape painter. You'll know him as Phillip Adrien — I won't tell you his real name. Adrien, that's a name to watch."

"We aren't pretentious like some other galleries."

He indicate which gallery he meant, but he'd just finished talking about a similar, but somewhat slicker operation, The Royal Gallery.

Located on Sherbrooke Street just a few doors down from Schertle, the Royal is a one-branch operation.

Pictures there, as a dealer told us, "are always on sale." They have furniture price-tags hanging from each painting, with the original price crossed out and replaced with a much lower one.

The Royal started out seven years ago as "El Greco". It didn't have quite the same commercial taint, then. But the owner went bankrupt. When he reopened he tried this new, apparently successful, ploy.

The Royal and Schertle contract with many of the same artists. Joy Caros for example, describ-



ed as the "foremost proponent of black velvet on the American continent today," sells to both.

Her works, which have a three-dimensional effect, each contain one, ecstatically happy or depressingly sad face painted onto a black velvet surface. They sell for a flat \$400.

Dr. Max Stern, director of the Dominion Art Gallery, is also in the art business but the difference between him and Mr. Cowie is more than just the few blocks separating their galleries.

Dr. Stern, a PhD in Art History, has never heard of any of the Royal or Schertle artists. He said, "Trash painting is a crime against the public. Parents buy it and put on their walls. Their children by seeing it never learn the difference between good and bad art."

On the financial aspect of art, Mr. Cowie claims a painting only taking one day to complete "is not worth \$250, when a good executive only makes \$500 week."

"The price of paintings will go down in the next couple of years. They can't get any more expensive. Then where will those people be with their \$1000 paintings?"

Dr. Stern, an advisor to the National Gallery, is one art collector who doesn't think it's vulgar to talk about the investment value of paintings.

"It is better to own a small diamond than a large piece of glass," he said, "The value increases with time."

Picking up a small, exquisite Rodin sculptured head, he said, "Five years ago you could have bought this for \$185, two years later it was worth \$400, today it is \$12000."

"And that's much better than a trash painting you couldn't give away five years from now."

CLASSIFIED

FOR SALE

FILMMAKERS. Sound Recordists. Serious Audiophiles. To 2/3 off on professional sound equipment, used less than 75 hours, mint condition, including Ampex tape recorders, microphones, loudspeakers, five-channel stereo console, stereo receiver, tapes records. Must Sell, Dave: 342-2500 or 739-5200.

BADMINTON RACQUETS for sale: Cambridge Gray, almost new; Dunlop Maxply International slightly used. Reasonable price. Call Hanafi, 842-3310.

STUDIO COUCH and two continental beds (one new, one used). All in excellent condition. Call Dave: 739-5200.

8MM ZOOM, automatic remote-controlled camera and projector, fade effects, etc. 16 mm camera, projector; 35mm automatic, remote slide projector, screen. Dave: 342-2500 or 739-5200.

9 1/2 TYROL SKI BOOTS, \$20. Portable Underwood Typewriter with typewriting course text, \$25. 8" B.S.R. speaker, \$5.00. Two camera tripods, \$2.00 each. Jim, 276-1330.

CLOCK TABLE RADIO and String Bass. Radio - Viking, excellent condition, \$15. Bass - 1/2 Czechoslovakian, folk or jazz - \$180. Bill, 481-9668, 5-7 pm.

IDEAL XMAS GIFT: Norwegian Hand-knit Socks: moth-proof, water-resistant. \$2. - \$3. Tel. 845-4826.

ONE PAIR WOODEN SKIS (190 cm), with Arlberg Cable Bindings; excellent condition, \$40. Phone 843-5494.

1964 MG-B must sell immediately! Red, wire wheels and white walls. Taken care of, low mileage. Lukas, phone Mike: 334-3889.

HOUSING

WANTED: 1 1/2 OR 2 1/2 apartment near campus. Preferable from Dec. 15 - Jan. 10. Phone 842-2073 for Mouch. Leave message.

WANTED: ONE OR TWO MALES to share modern 5-room duplex, furnished, N.D.G. Quiet region, near buses. Call 479-6911.

FURNISHED ROOM in modern building on University St. Meals available, \$55. per month. Apply 3559 University or call 842-0198 (males)

JANUARY - NDG - good transportation, 2 1/2 rooms, full kitchen and bathroom, separate entrance. Call 488-7806 - evenings or weekend.

ROOMMATE NEEDED IMMEDIATELY to share large attractive student apartment with two fourth year girls. Completely furnished great downtown location 10 min. from campus. Rent \$55. Phone 288-3418.

HOUSING

SUBLET TILL MAY. Modern hi-rise apt.: huge living room, bedroom, kitchen. Near McGill. \$150. Call 845-4991 or Lynn at 288-0850.

FURNISHED APARTMENT: NDG hi-rise, excellent facilities and transportation. Available for inspection after 6 pm and on weekends. Phone Miss Richards at 484-2758.

APARTMENT TO SHARE: Male graduate student has cosy 4 1/2 furnished apartment at Embassy Terrace on 3440 Durocher. Available January 1st. \$85. month. Call 844-7982.

BRAND NEW 2 1/2, 3 1/2 and 4 1/2 apartments in NDG. Immediate occupancy. Reasonable prices. 744-5651, 488-4148.

FRENCH ARTS STUDENT, 24, wishes to share a furnished apartment and improve his English. Own room, downtown or near a university: McGill or Université de Montréal. Tel. 935-3738.

ROOM AND SUPPER - Coop Res. T.V. Kitchen privileges, etc. Near McGill. Cheap. Mostly male grads. 844-6802, 3609 University St.

ROOMS: NEAR MCGILL with kitchen privileges. \$35. month. Call 288-1757 after 6.

SUBLET JAN. 1. Modern 1 1/2 Hutchison below Milton. \$103 unfurnished, \$115 furnished. Top floor. Lease expires May 1. 842-6575, keep trying.

LOST

GENETICS 201 NOTES: manila folder, 11/25/68 in S-14 Zoo 222 lecture. Substantial reward. Phone Rm. 722. 842-0879 Molson Hall.

HELP! My mother will kill me if she finds out that I lost my gold-colored steelrim glasses, which might still be in their light-blue case. Save me. Reward, Call 844-4530.

I LOST MY GLASSES: They are irreplaceable, so please return if you have found them to Michael Gelber, 288-0643. Reward. They are gold-rimmed and oval. Lost, I think, on Aylmer or Prince Arthur. Wednesday 27th November.

MISCELLANEOUS

IMMEDIATE PART-TIME POSITIONS AVAILABLE: for ambitious students in any year or faculty. 845-2956 - 842-1940.

STEPHANOS IS MEAN TO ME!

PASSION FLOWERS bloom at 21. - There's still time. Happy Birthday and Hurry Glor! Ir.

ALL TYPES OF SEWING and alterations at reasonable rates by seamstress in own home next to Union. Phone 288-5679.

FROSTY FLING - G.N.S.S. Dance. Band, licensed. ID's required. Jackets and ties please fellows. Wilson Hall, 9 pm. Fri. Dec. 15. Admission \$1.

DRESSMAKER with 25 years experience will take all types of sewing: coats, dresses, skirts, etc. and alterations. 7307 Chester (N.D.G.) Call 487-1839.

BEATLES, STONES, BUCKLEY, JOPLIN - are playing now at Phantasmagoria Record Shop/Listening Den. Minutes from Campus, 3472 Park, (near Milton). Open til 9.30 weekdays. Sat. til 6.

M.I.S. DEMONSTRATION at McGill Dec. 3. arrested McGill students need witnesses. Urgent! Phone 843-4947. Alex or Peter.

WORK AVAILABLE: PART-TIME, well paid, for first and second year students. Call 737-7309 after 6 p.m. and all day weekend.

SKI Stowe, Sugarbush, Glen Ellen, Mad River, Stay at Snohouse. 2 1/2 hours from Montreal. Low student and group rates. Meals provided. Write Snohouse, Waitsfield, Vermont, for information and reservations.

SING AT CHRISTMAS 1968 at 8:15 pm tomorrow with the Choral society at St. James United Church, 463 St. Catherine West. Tickets \$1.50 each at door.

THANKS to Bernie, Shari, Shelley S., Susie, Debby, Phil, Rosalie, Bev., and all who made it possible, quoth Norman.

MISCELLANEOUS

CONFIDENTIAL TO EVERYONE: Are you interested in going to the only McGill Formal of the year? Come to Place Bonaventure Jan. 31. Tickets obtained from Union Box Office with \$2.50 reduction before Xmas.

RIDES

WHO'S GOING TO FLORIDA? I would like to come along. Willing to share expenses & driving. Free to go after Dec. 20. Call Maya at 842-0571 after 4.

CARS AVAILABLE: Toronto, western Canada, Maritimes and Florida. No charge, current license. Age 21 or over. Call Montreal Drive-Away Service Ltd., 4018 St. Catherine St. W. Montreal 937-2816. Call anytime.

GIRLS WANT RIDE TO BOSTON on Dec. 19th, noontime on. Will share expenses. 849-0030, Anne or Jane.

RIDE WANTED TO BOSTON and back. Christmas vacation. Leaving Dec. 19 or later. Share expenses. Sally Weinrich 935-8523.

RIDE WANTED TO NEW YORK CITY, preferably two-way. Leave December 22. Must be back by 28th or 29th. Will share expenses. Call Judi at 688-0696 or Sylvia at 481-7329, after 6.

WANTED TWO RIDES to Northern New Jersey or New York City, about Dec. 20th. Will share expenses. 842-0977, room 314.

TYPING

TYPING SERVICE: 481-2512. From 25 cents per page. Fast, accurate; theses, term papers, essays, stencils, letters, reports, manuscripts, notes.

TYPING DONE AT HOME. Reasonable rates. Experienced in typing theses. Telephone Mrs. M. Binda 622-0289.

EXPERT TYPIST, good education, highly qualified, specializing theses, term papers, stencils, correspondence. Professional work at reasonable rate. 272-1083.

PROFESSIONAL TYPING SERVICE such as term papers, theses, etc. Call 626-7475.

TYPING SERVICE. 481-2512. Theses, term papers, essays, notes, reports, stencils, manuscripts, letters. From 25 cents per page. Fast, accurate.

WANTED

MEN'S SKI BOOTS size 11-12. 842-7698.

Yavneh-Hillel Noon-Hour Forums present

RABBI S. SPIRO

who will speak on

"The Jewish Concept of Martyrdom"

Tuesday, Dec. 17

1 pm

3460 Stanley

arts & science undergraduate society

executive applications

1. Editor-in-Chief, **The McGill Free Press** (to be published weekly second term).
2. A.S.U.S. ad hoc Committees on Divisions (Biological and Physical Sciences, Humanities and Social Sciences); to deal with obtaining student representation.

DEADLINE: 4 PM. FRIDAY, DECEMBER 20th, 1968

Application forms are obtained and deposited at the University Centre switchboard.

Paul Wong
President
Chairman
Executive Applications Board.



REGULAR PRICES
MEN'S SUITS
PLAIN DRESSES
LADIES SUITS
\$1.50

PLAIN SKIRTS
SWEATERS, SLACKS
75¢

SHIRTS
25¢
EACH

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LAUNDERING**

McGILLIANS!!
10% OFF
ON ALL DRY CLEANING

2044A METCALFE ST. JUST SOUTH OF SHERBROOKE ST.
WEEKLY: 7:30 am - 6:30 pm - SATURDAY until 5 pm

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SAVE
\$10

on the purchase of a
suit or overcoat

SAVE
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Lowby's for the finest in clothing.

Suits - ready to wear
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Sport Jackets
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Accessories by Top Canadian Manufacturers:
Shirts: Forsyth, Tooke-Van Heusen
Sweaters: Jantzen, Jay Berma, Caramy
Hose: McGregor, Vagden
Winter Jackets: Craft

Shoes, ties, hats, jewellery, etc.

All alterations guaranteed for the life of the garment

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Lowby's LTD.

861-2425 **1223 PHILLIPS SQUARE**

Physics students organize

Physics students yesterday met to organize for changes in their department.

Graduate student Richard Behrman opened the meeting by elaborating student grievances. These may be outlined as follows:

- An introductory course which is hopelessly inadequate and unsuitable for the many general and arts students who take it;
- A poorly-planned general

program composed mainly of majors courses which are often irrelevant to general student;

- A major program which lacks coherence, the aims of which have not been made clear to students;
- An honours program which lacks flexibility. There is room for only one half course outside the fields of mathematics and physics. Math courses are algebre-oriented and thus are un-

suitable to the practical needs of physics students. The only "decent" math course, Math 368, has been recommended for removal from the program.

Students attending the meeting were invited to join committees, one of which has been set up to deal with each of these four problem areas.

The main thrust of the Society of Physics Students (SPS) as a whole will be to get a greater voice on the departmental Curriculum Committee. There are now two student representatives on the twelve-man body, and these, it was learned at the meeting, were elected by a total of 23 majors and honours students. The SPS would like eight representatives: three general students, two majors, two honours and one graduate. This would give them parity with faculty. The would also like meetings of the department as a whole to be open to at least some students.

The SPS in the first departmental action committee to be formed in science.

what's what

continued from page 4

ISLAMIC SOCIETY

EID prayers will be held in the Union Ballroom at 10:30 am sharp, Dec. 21, Khutba by Mr. I. Badran. Please bring your own Musala (sheets).

"Lailatuc Qader Night" will be held, 7 pm., Room 458, 4th Floor Union, Dec. 17th.

AGEF

Following the acceptance of the principle of student participation in the Department of French, junior staff has expressed its support for any constructive moves made by students.

A meeting to elect a new executive to present demands to the department and deal with administrative matters within the AGEF will be held today. The meeting will also ratify a statement of purpose and adopt a constitution.

All students in French are urged to attend this most important meeting to be held in B 26, at 1 pm.

GNSS

A closed Graduate Nurses Students' Society "Workshop" will be held today at Wilson Hall, to discuss common learning problems and to propose possible improvements.

Master of Nursing students are invited to participate. The workshop will include speakers, discussion groups, and a Faculty presentation.

From this workshop, data will be collected for use in a proposed Faculty-Student Communication Committee.

SEASON GREETINGS FROM OLGA'S LION FURS

HOW ABOUT THE SHAGGY LOOK?

Furs not only for the rich,
But also for starving students,
Including used furs in fabulous shape!

MINI - MIDI - MAXI

We also repair and remodel.

Prices: don't worry about them!

Our hours: 11:00 a.m. - 7:00 p.m. Mon.-Sat.

ADDRESS: 2099 Peel St. (upstairs)



Students' Society By-Election

Nominations are hereby called for

VICE-PRESIDENT, INTERNAL

- The position of the V.P. Internal may be held by any member of the Students' Society in good academic standing with the University, except partial students taking less than three courses.
- Nominations for the above must be signed by at least 50 members of the Students' Society and countersigned by the nominee.
- Any and every member of the Students' Society may vote for the above position in university-wide polling.

* All nominations must contain ONLY the words stated in the Students' Society Electoral By-laws on page 191 of the Student Handbook.

* All nominations must be handed over to the Secretary-Treasurer of the Students' Society by

4 PM, FRIDAY JAN. 17, 1969

Note: All students registered in the University are members of the Students' Society of McGill except for the following:

- 1) Students governed by the Constitution of the MacDonald College Students' Society.
- 2) Students registered in Faculty of Graduate Studies and Research who are non-resident students, or full members of the teaching staff.

Chris Portner
Chief Returning Officer




Go for Molson Golden.
The beautiful ale with soul.

"brewed in Quebec by Molson"



"ALL CREDIT CARDS ACCEPTED"
GUARANTEED
REPAIRS & SERVICE
 by
Certified Mechanics
Austin
VAUXHALL
TRIUMPH

MERCEDES 
RENAULT
VOLVO

VOLKSWAGEN
JAGUAR


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AUTO CO.

Your Westend Austin-MG Dealer
5710 UPPER LACHINE RD.
 (corner Harvard N.D.G.)
489-9721

Students: Present this
 ad to the cashier for
 a 10% discount. Great!

CUT YOUR OWN HAIR

THE COST OF ONE
 HAIRCUT MORE
 THAN PAYS
 FOR IT.


PENN'S EASYTRIM
 Extra Blades
 12 for \$1.20 post paid

CUTS AS IT COMBS

PENN'S "EASYTRIM" REQUIRES NO SKILL.
 Trims and cuts evenly on head and re-
 moves untidy hair around neck and tem-
 ples. The specially designed SHEFFIELD
 STEEL blade is 38% longer than ordinary
 trimmers and is AUTOMATICALLY AND
 SECURELY fixed. Keeps men's, women's or
 children's hair always neatly trimmed.
 Saves time and money for thousands of
 satisfied users. Satisfaction or money back.
 SEND CHECK OR M.O.

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1404 Main Street East
Hawkesbury, Ontario

PSA nominees

SECTION. Elect one in each
 category. Ph. D Gerald Tucker
 (acclaimed). M. A. Rick Kar-
 donne, Chris Nelson.

4th Yr. Honours. Steve Albert.
 Edward Goldenberg.

3rd. Yr. Honours. Charles
 Krauthammer, Peter Deslauriers.

General: Sam Boskey, Barry
 Katz, Naomi Brickman.

Major: Paul Wong, Mike Cre-
 linstein. Tim Benton, Sam Wai-
 ner.

At large: Georgette Jasen, Leo
 Adler, Jon Jorgenson, Garry Ti-
 coll.

APPOINTMENTS. Elect one
 per category. Graduate: Ali Des-
 souki, Henry Srebrnik, under-
 graduate: Frank Furedi (ac-
 calimed).

CURRICULUM COMMITTEES
 Elect two per category. Graduate:
 Harry Cowan, Mel Himes, Bob
 Keaton, Liz Mirza.

Honours: Peter Slyomovies,
 Irving Schonfeld.

Majors: Chris Pinney, Morris
 Zbar, Lorne Greenberg.

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Redmen hoopsters tune up for Loyola bout

by Ira Turetsky

Tuning up for two big games, coach Tom Mooney's basketball Redmen played twice last week, winning easily both times. On Saturday, the team played its best game of the year, annihilating Ottawa University 105-49. And, on Tuesday they aroused themselves long enough to beat the Davis Y, 84-73.

In Saturday's game, the Redmen began to look like a team for the first time this year. In the opening minutes, Pierre Brodeur fed center Nasko Golomeev for five quick baskets. The other players got the hint, and Golomeev showed what he can do if he gets the ball. After five minutes, the Bulgarian giant had 18 points, and the rout was on.

Ottawa had no way of stopping Golomeev. In addition to scoring at will, Golomeev blocked numerous shots, and he controlled both backboards. This thoroughly demoralized Ottawa who trailed 53-29 at the half.

The second half featured fine defensive play by the Redmen who held the opposition to two foul shots in the first 12 minutes. With the score 84-37, Coach Mooney pulled what remained of his starting five, and the bench responded by continuing to outscore the outclassed Gee Gees.

All ten players scored for the

Redmen. They were led by Golomeev who had 32, 27 of which came in the first half. Pierre Brodeur, who is beginning to adjust to his role as playmaker, played his finest game of the year and came up with 22 points. Steve Fraid contributed 13, and Andy Orris and Dave Leibson each had 8.

This was easily the most impressive game thus far. Everyone played well, and their talents finally began to mesh. The result was the obliteration of an Ottawa team which was made to look a lot worse than it really was. Ottawa was tied with the Redmen, and they had not permitted their opposition more than 59 points in any game.

On Tuesday night the Redmen played the Davis Y in an exhibition contest. The Y featured Ray Mischook, the popping cop, whom the Montreal Star, in a fit of idiocy, called "the best player hereabouts".

Fans turned out in numbers (some guesses ranged as high as 20) to see what the Redmen would do to stop the fabulous Mr. Mischook. It didn't take much. Pierre Brodeur showed that he can play defense, as he blocked six shots and held Mischook to seven points while he guarded him.

The game itself was inconse-

quential, and except for a couple of individual performances, is not worth talking about. Nasko Golomeev one again led the scoring parade with 35 points, 23 of which came in the second half. Golomeev blocked a dozen shots, pulled down 15 rebounds, and intimidated the opposition when he felt like playing. He actually did have something to sulk about, as he was hacked to ribbons in full view of the watching throng and two comatose referees who refused to do anything about it.

Brodeur, in addition to doing a fine job on Mischook, came up with 20 points. Steve Fraid and Sam Wimsner played solid games, scoring 15 and 10 points respectively.

The game was never in doubt. The Redmen burst into a 10-2 lead, and the score was 45-31 at the half. Leading 82-57 with six minutes to play, Coach Mooney sent in his subs. Doubtless, he was not pleased with what he saw, as the bench bumbled its way to a mere two points while giving up 16.

The Redmen played without Dave Leibson, but he should be ready for the three games remaining before Christmas.

In the next week, the Redmen face the two toughest opponents on the regular season schedule.

Tomorrow, the team takes on New Hampshire State College. This is the first meeting between the teams, but New Hampshire played Loyola last year, and those who saw the game were impressed by the all around play of the American squad. The game is scheduled for 2:00 p.m. in the Currie Gym.

On Tuesday, Dec. 17, the jock community social event of the year will take place as the Loyola Warriors come in to play the Redmen. Loyola, which is chock full of American imports, has been praised to the skies by the local press, and has just returned from an impressive showing in the Waterloo Invitational Tournament.

Loyola coach, Doug Daignault, long known for his hyperbolic ut-

terances, recently came out with "McGill has nothing. We can beat them seven days a week." Off Saturday's showing, N. Golomeev and company may have something to say about that.

The game starts at 8:00 in the Currie Gym. The winner will be alone in first place in the Coupe de Quebec standings, and a win for the Redmen would probably vault them into a lofty position in the national rankings. Any fans who want a preview of what is to come can drop in at Loyola tonight at 8:00 and see the Warriors play New Hampshire.

After Loyola, the Redmen who are now 7-1, will close out the first half of the season with an exhibition game against the Montreal Orchids on Friday, the 20th, at 7:30 in the Gym.



Daily photo by Costas Dampolias

NASKO'S PAL: Pierre Brodeur shown here eluding aging Davis Y opponent scored 22 and 20 points respectively in games this week against the U of Ottawa and the Y as well as feeding Nasko Golomeev for a goodly 67 points in the two contests.

Redmen Hoops

by Mike Boone

Whether watching "Yogi" Golomeev pour in baskets or waiting for Pierre Brodeur to do something impressive, one dwells in blissful ignorance of just how these two great players ended up at McGill. While Tom Mooney spent most of the summer preparing for the successful football season recently completed, Brodeur and Nasko were being sold on the virtues of the Redmen by a recruiting genius: Steve "Night Train" Fraid. It is high time Fraid received the fame and respect he so richly deserves.

"Night Train" has long been known among the basketball freaks as the resident genius of the Redmen. Whether blowing an easy lay-up or engaging Coach Mooney in brilliant metaphysical debate, Fraid is a giant among men. His piercing wit and profound intellectuality have confounded Mooney's attempts to coach a little "hunger" into him. It's not that Fraid does not want to win. The problem is that his approach to life is based on logic and rationality and that he perceives absurdity.

Now everybody knows that logic, rationality and perception of absurdity do not spell Ara Parseghian. This is where "Night Train" runs afoul of his mentor. Mooney's falsetto shrieks of "Get hungry, Fraid!" produce in Steve a psychological condition commonly known as "choking", an apt euphemism in that Fraid gets so keyed up that his abilities are throttled.



THE NIGHT TRAIN

This year has been somewhat encouraging, however. Fraid spent the summer whipping his Adonis-like body into terrific shape. He did this through a lot of running and pushing Capri pants in the family's downtown shmata emporium. He has found a new lease on life as a commerce student. His play has been encouraging so far. His off-court behaviour has not changed.

Fraid's personality is difficult to describe. He is constantly engaged in perpetrating the myth that he is related to the late Sigmund Freud, maintaining that the spelling was changed because "Fraid" sells more clothes. Fiercely proud of his decrepit physique, Fraid is trying to succeed Sheldon "the Jew" Zimmer as the team's leading nocturnal point-scorer. An avid movie-goer, Fraid is the most intellectual of the Redmen, which is analogous to winning a beauty contest in a leper colony. He is known throughout the province as the scourge of French-Canadian matrons on train trips. He is, in short, a man for all seasons and, occasionally, a basketball player in the winter.

Ruiter leads 'poloists to Herschorn Trophy

For the past five years waterpolo star Glen Ruiter has led his squad to many victories only to lose the Herschorn Trophy to the Toronto Varsity Blues. In what may have been his final intercollegiate game last Saturday, Ruiter scored five times in sparking the Redmen to a 12-1 victory over those same Blues.

Gabi Zinner came up with another fine game with three goals, while Andy Heap and Bill Tomlin each scored twice. Don Carr got the only Toronto marker.

Defensively, the Redmen have never looked better. Morty Yalovsky played one of his finest games ever while Bob Lantos aided him adequately.

Before the start of the present season, coach Faoud Kamal was

worried about the absence of a top goalie for the team. Larry Conachie and Bob Shultz had graduated and there didn't seem to be anyone to take their places.

Ron Nesbitt has to be the surprise of the season with his fine play in nets. This was only his first year between the pipes but he played like a veteran throughout. On Saturday Nesbitt came up with another fine effort, stopping some difficult drives, including a penalty shot.

Coach Kamal will have to come up with more players like Nesbitt next year when Andy Heap and Ruiter graduate, but with a nucleus of Zinner, Tomlin, and Yalovsky, his team will still be the favourites to cop the OQAA championship once more.

Hockeymen bomb Ottawa Gee-Gees, succumb to Loyola Warriors, 4-1

by Ian Urquhart

"Maybe someday McGill will have a hockey team like that," mused coach Brian Gilmour after watching the Loyola Warriors whip his Redmen, 4-1, Tuesday night.

Actually, the Redmen played their most solid game of the season at Loyola, but a recap of the game showed they had been out-shot, 39-22, and physically beaten by the brawny Warriors, as well as being outscored. The loss left the Redmen with two wins in five games in Coupe de Québec competition.

Last Saturday, Gilmour's squad played a comparatively poor game against the hapless Ottawa Gee-Gees but won easily, 7-3, for the first Redmen victory on the Road, excluding trips over the mountain to U de M, since a win at Guelph in October, 1966. The Redmen are wont to play their worst games against mediocre competition and, as a result, they now have only two wins in six games in the OQAA Eastern Section.

In the Loyola match, three players kept the score close — defenceman Norm Chouinard, goalie Norm Lord, and forward Jean Dupéré. Chouinard contributed his usual display of skill at his left defence spot. On the ice for at least forty minutes against his team-mates of last year, he was the only defenceman capable of breaking up the well-executed plays of the Warriors. In addition, he led rushes out of his own end and engineered the power play.

Lord played his best game as a Redman in goal. He stopped 16 shots without a miss in the scoreless first period despite the handicap of a heavy cold. He proved to be human in the next two periods but still looked awfully good.

The play of right-wing Jean Dupéré, the Redmen's only consistently effective forward throughout the game, was a pleasant surprise for Gilmour. Dupéré has shown, since the start of the season, that he has all the equipment to be a top player — great shot, good speed, and the necessary toughness, but he always seemed to be in the wrong place at the wrong time.

Then Gilmour moved Mike Stacey to centre on Dupéré's line in the Ottawa game to replace Skippy Kerner, and the shift paid off almost immediately. Kerner likes to carry the puck and Dupéré rarely saw the little black thing with Skippy at centre; Stacey likes to pass off and that suits Dupéré fine. Tuesday night he was all over the ice, checking Warrior scoring ace Mike Lowe and booming his shot at goalie Brian Hughes. He finally beat Hughes with less than two minutes left in the game to prevent a shut-out.

Lowe scored two goals for Loyola, but the first came because of poor coverage by the Red defence in front of the net, and the second on a power play

to give Loyola a 2-0 lead in the second period. The Warriors added two more in the third period to clinch the game before Dupéré scored.

Lowe is a chippy player as well as a good player. Redmen sub-goalie Dave Craig taunted the talented forward when he fell in front of the McGill bench. Lowe's answer was a fist in Craig's face. Loyola coach Dave Draper jumped in to help his "defenseless" star and grabbed Craig. Craig was cut in the mouth.

The Warriors did more than beat up the Redmen's sub-goalie. Led by captain Chris Hayes, they



BRIAN GILMOUR

wore down Gilmour's collection of dentists and lawyers with heavy body checks. In the first period, Hayes set the tone when he clobbered Ken Ross, who usually doloes out such punishment and Ross played the remainder of the game in a daze.

Haye's line and Lowe's line are complemented by a hatchet trio of varying composition but constant function to give Loyola unusual depth for college competition. Laval has similar strength. The two teams meet tonight in Québec City in a game that will decide which is number one in the province. Tonight's match is their only encounter this season.

The Warriors will not improve much on Tuesday's performance. "We played well," commented Draper of his team. "It was a fantastic game." Any game is fantastic if you win.

At Ottawa Saturday, the Redmen could be excused for approaching the game lackadaisically. The Gee-Gees are the league joke, winless in five games and allowing almost nine goals a game through the target they call a goalie. In addition, their home rink is not even suitable for a Crétiste caucus. No seats, poor lighting, a tiny visitor's dressing room and a temperature ten degrees colder than outside all add up to an inhospitable atmosphere for visiting teams.

Accordingly, the Redmen played only half a game Saturday — the second half. For thirty minutes,

they fiddled around, oblivious to the disaster a loss would entail and to the bawling-out they received from a usually more reticent Gilmour between the first and second periods. Then, losing 2-1, they suddenly woke up midway in the second period to score four goals in three minutes and walk away with a victory. Two more goals in the meaningless third period and an Ottawa goal in the last five minutes made the final score 7-3.

The Redmen showed three strong lines for the first time since the opening game against Sir George, although this strength could more correctly be attributed to the ineptitude of the Gee-Gees, further weakened by the schedule which had them play two games in 16 hours. They dropped a 5-2 decision Friday night to U de M.

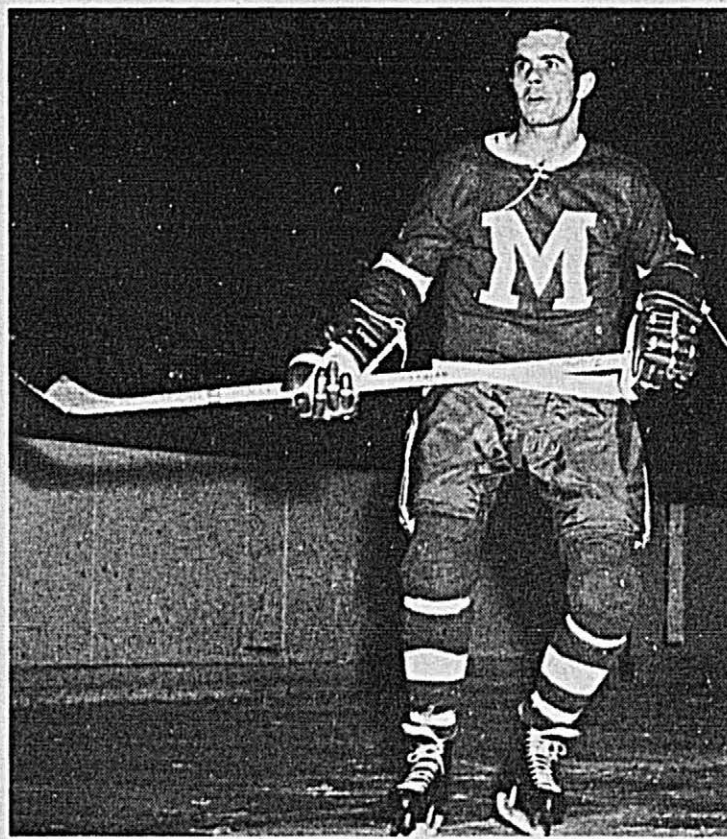
Stacey, Dupéré and Doherty scored for the new first line, George Kemp and captain Peter Burgess for the second line, and even Tim Kerrigan and Jim Kinnahan counted for the third line.

Although the development of Dupéré into a definite offensive threat has got to help the Redmen, the deterioration of the play of scoring leader Kemp is disturbing. Like Dupéré, Kemp needs the puck a lot to be most effective, and perhaps he is not getting the pack enough with Kerner as at centre, too, and his poor play can only be blamed on himself. He handled the puck often at Loyola but never made it past the Warriors defence. Hopefully, he is just in a slump and will re-

turn to form after the Christmas break.

SLAP SHOTS: Despite his slump, Kemp is only two points behind Laval's Jean Rioux in the Eastern scoring race; Rioux has 11 points, Kemp nine... The Redmen face Boston College in Boston December 27. BC was a semi-finalist in the NCAA play-

offs last year, losing to Denver, the eventual champion. Unlike most good American college hockey teams, BC has no Canadian imports... From January 3-5 the Redmen will compete in the eight team Loyola College Tournament, which also includes Boston College... The next OQAA game is January 15 at U de M.



JEAN DUPERE: The Redmen winger has been an exciting performer in recent games. He notched the only Red and White tally in Tuesday's 4-1 loss to the Loyola Warriors.

Redmen Hockey

by Murray Segal

Where are the hockey Redmen headed? Rookie coach Brian Gilmour's team close their pre-Christmas schedule with a record of two wins and four losses in OQAA eastern divisional play for a share of third place in the six team loop. The Redmen split two exhibition games which counted towards the nebulous Coupe de Québec, defeating the Georgians 6-4 in an early season tilt, while dropping a 4-1 decision to the Loyola Warriors in their last outing before the holiday break.

Inconsistency has highlighted Redmen shinny action in the first half of the season, however behind the inconsistent inconsistency looms, yes, of all things, potential. The Redmen have met all five members of their division on at least one occasion this season. Perhaps it would be worthwhile to analyze these meetings in the hope such information may enlighten all of us regarding second half play.

In their first whiff of OQAA competition, the Redmen were upset 8-4 by a raunchy Queen's squad in Kingston. The Redmen outshot the Gaels by a two to one ratio but Dave Craig's netminding did not compliment the play of the other fifteen members of his team.

The Red and White then dropped a 7-4 contest to the front-running Laval Rouge et Or in the capital city. Coach Gilmour replaced netminder Craig with Norm Lord, a law student new to McGill. In

their next outing, the Redmen edged the second place U de M équipe 4-2 but went on to lose to a mediocre Carleton by an ugly 8-2 score.

In the second meeting of the season, Laval nipped Gilmour's squad 4-2 in a very tight ballgame. But the Redmen rebounded to defeat the hopeless Ottawa Gee-Gee's 7-3. The Redmen played very well in their disappointing two and four record, of defeating anyone in the division with the possible exception of powerful Laval.

Perhaps it is wishful thinking to say the Red and White will attach themselves to the second and final playoff position in the eastern division.

Undoubtedly the quality of Redmen play in the second half will be determined by Brian Gilmour's ability to motivate his team.

If the Redmen can skate with provincial and national powers such as Loyola, Laval, and U de M, certainly the potential is there. One understands Gilmour's desperate third line situation. But the does possess an adequate goaltender, some capable rearguards and six or seven talented forwards.

In recent games the Mike Stacey-Brit Doherty-Jean Dupéré line has emerged to fill the void caused by the poor play of the Skip Kerner-George Kemp-Pete Burgess trio. If both units could produce simultaneously instead of this see-saw pattern of inconsistency by the two lines, then second place would be a very practical goal.